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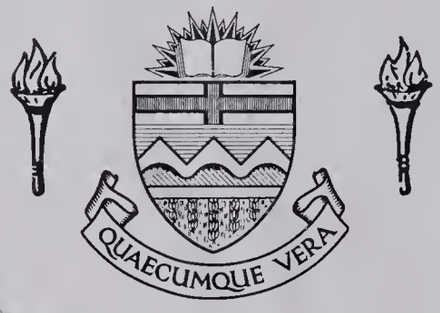

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THE UNIVERSITY OF ALBERTA

A SURVEY OF DROPOUTS FROM ALBERTA SCHOOLS 1963 to 1968

by

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

FACULTY OF EDUCATION

EDMONTON, ALBERTA

NOVEMBER, 1968

ABSTRACT

The study, "A Survey of Dropouts from Alberta Schools - 1963 to 1968", was made with three aims in view. First, as there had been no recent assessment of the amount of dropout, such a measurement was considered necessary in Alberta at this time before any implications or suggestions on the topic could be made. Secondly, studies conducted in areas other than Alberta had identified many variables thought responsible for dropout but a majority had not been tested for Alberta, especially in recent years. Thirdly, in many of the studies examined, the dropout's own assessment of his situation after dropping out, appeared to have been ignored or the answers highly structured. It was hoped to overcome these short-comings.

A longitudinal study was made of a random sample of one twenty-fifth of all Grade Nine Students in School in Alberta, (1049), in the fall of 1963 through to the spring of 1968. Information was obtained from two sources, Department of Education Student Files, and a Questionnaire sent to members of the sample. Twelve independent, and fifteen dependent variables associated with dropout were examined.

Of the independent variables, Age, Sex, Grade Nine Failure, Attendance, Scholastic Achievement Test scores, (SCAT), Grade Nine Examination Placement, Teacher Achievement and Development Ratings, Total High School Credits, and School Program were found to differ significantly for dropouts and graduates. Geographic Location of Schooling showed little difference and Father's Occupational Rating

was regarded as inconclusive. Of the dependent variables, School Termination Time, Graduation versus Non-Graduation, Income and Weeks Employed since Graduation showed significant differences, while Things Needed in the Community and a Definition of the "Best Life" were defined in almost identical terms by both dropouts and non-dropouts. A Self-Evaluation Success versus Failure Continuum produced completely individualistic appraisals which were in no way associated with scholastic success.

The study concluded that almost one-half of the sample appear very unlikely to graduate from high school and forty per cent of these unlikely to complete Grade Ten. A generalization to the province as-a-whole, (assuming school and gross population figures are kept constant), indicated a potential annual dropout of twelve thousand, five hundred students, five thousand of which will not complete the first year of high school.

Major implications from the study were concerned first of all with the gross dropout estimate and with the disproportionate number of males within this number. Secondly it appeared that regardless of whether subjective or objective student evaluations were employed at the grade nine level, neither were reliable predictors of subsequent achievement for a large number of students. Also, it appeared that many students require more than three years to complete the Alberta high school program.

Among Suggestions for Further Research was the tracing of members of the sample who either disappeared or did not answer the Questionnaire. It was also suggested that the indicated diversity in student perceived goals calls for additional examination both of the basis for this perception and possible school adjustment to it. A final suggestion made was that dropout research should be focussed on the evaluation of remedial or preventative programs.

ACKNOWLEDGMENTS

The author wishes to thank the members of his thesis committee for their assistance and understanding:

Dr. B. Y. Card,
Department of Educational Foundations,

Dr. H. W. Zingle,
Department of Educational Psychology,

and,

Professor R. H. Hughes (Chairman),
Department of Sociology.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	Definition of Terms	1
	Area of Concern	2
	Two Basic Approaches	3
	Precipitating Factors	6
II.	RESEARCH BACKGROUND	11
	Research Outside Canada	11
	Canadian Research	17
	Alberta Research	20
III.	POPULATION, SAMPLE, AND VARIABLES	34
	Population	34
	Sample	34
	Weaknesses and Strengths	35
	Independent Variables	36
	Dependent Variables	37
IV.	PROCEDURES	42
V.	ANALYSIS OF DATA	44
	The Sample	44
	Geographic Area of Schooling	47
	Age	48
	Sex	49
	Repeating Grade Nine	50
	Attendance Grade Nine	50

Teacher Evaluation vs Testing 51
Total High School Credits 55
Choice of Tenth Grade Program 55
Father's Occupational Rating 57
School Leaving 57
VI. ANALYSIS OF DATA 60
The Questionnaire 60
Success Bias 60
Fulltime Employed 62
Income Earned, Weeks Employed 62
Response - All Respondents 67
Community Needs 68
Definition of "Best Life" 69
Success-Failure Continuum 70
Present 70
Past 70
Future 70
Employment Assessment 71
No Work-No School Segment 73
VII. IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH 77
BIBLIOGRAPHY 85
APPENDIX A The Sample 89
B The Questionnaire 101

LIST OF CHARTS AND TABLES

PAGE

CHART 1 Graduates, Dropouts, and Continuing Education Breakdown 45

CHART 2 Possible Distribution of Total Sample 46

TABLE

1. Graduation or Non-Graduation Dependent on School Geographic Location 47

2. on Age of Student in Ninth Grade 48

3. on Sex 49

4. on Repeating the Ninth Grade 50

5. on Attendance in Ninth Grade 50

6. on Ninth Grade SCAT Score 53

7. on Teacher Evaluation-Personal Development 53

8. on Teacher Evaluation-Achievement 54

9. on Ninth Grade Exam Stanine 54

10. on Total High School Credits 55

11. on Choice of Tenth Grade Program 57

19. Summary, Total Sample, All Variables (Appendix A) 89

20. (a) Total Sample, Estimate Graduates and Dropouts (Appendix A) 95

20. (b) Total Sample, Breakdown of Dropouts (Appendix A) 96

21. Questionnaire Response by Eleven Independent Variables (Appendix B) 106

12. Monthly Income for Full Time Employed
Dependent on Nine Variables
(Appendix B) 112

13. Weeks Employed for Full Time Employed
Dependent on Six Variables
(Appendix B) 113

14. Community Needs - Four Alternatives
Dependent on Four Variables
(Appendix B) 115

15. "Best Life" Assessment
(Appendix B) 117

16. "Life As Is" Continuum
(Appendix B) 119

17. "Job Satisfaction"
Full Time Employed & Not Planning Further Education
(Appendix B) 120

18. Not Employed & Not at School
(Appendix B) 122

CHAPTER I

INTRODUCTION

"A Survey of Dropouts from Alberta Schools - 1963 to 1968" makes an estimate of gross dropout for the province; examines the relationship, in Alberta and for Alberta students, of a number of variables, suggested as relevant to dropout in previous studies; looks at the dropout's assessment of what he feels is lacking in his community, and his appraisal of his own position in life, past, present and future; and concludes with implications and suggestions for further research.

A random sample of Alberta students registering in Grade Nine in 1963[1] was traced to the spring of 1968 and evaluation of a detailed study of twelve independent and fifteen independent variables was made. Information was obtained from Department of Education Student Files and a Questionnaire. This was coded and processed by computer facilities. An analysis of the results indicated, for a majority of variables, significant relationship to the incidence of dropout in Alberta schools.

The Province of Alberta provides, without fee, education for youth of the province through elementary, junior, and senior high schools on a compulsory basis for those between six and sixteen years of age, and on a voluntary basis to age twenty-one. This is extended to those over twenty-one in special circumstances. Many regard with concern the fact that a large number of Alberta youth do not utilize

the available programs. The term 'dropout' has become a familiar expression, even a stereotype, applied to the early-school-leaver. Although it may be argued that one cannot be classified as a dropout if one completes his own educational plan, regardless of the duration or direction of that plan, the term 'dropout' will be used in this study to identify the student who leaves school before obtaining a high school diploma. This thesis therefore limits itself to an examination of the role of the school and particularly the role of the high school program as an agent for the preparation of youth for adult life. Students who use school facilities on a short term basis as an introduction to apprenticeship or other vocational training are regarded, by definition in this thesis, as dropouts, if they do not complete a program resulting in high school certification. The term 'continuing education' is similarly employed. In this thesis it refers to those still enrolled in High School on either a full or part time basis. It does not refer to education continuing in or through other agencies.

A concern over school dropout has been reflected in a growing number of articles, books, and reports dating principally since World War II. The bulk of this literature appears aimed at the identification of dropout as a major problem for the school and society. The solutions for the problem, usually offered, involve radical and comprehensive reform in educational and social philosophy and practice. Such suggested changes are most often aimed at the extension of egalitarian philosophies in education. Sexton suggests, "Much of the debate over education today,

no matter how distantly related it may sometimes appear, can be reduced to a simple contest between "mass" and "elite" education.[2] This is perhaps an over simplification of the problem but reflects the sentiments expressed in a large number of recent studies, that dropout appears most acutely in those sections of society that suffer 'deprivation'. It is chiefly for these 'have-nots', especially the poor and the ethnic minorities, that the radical reformist usually makes his demands.

In contrast to those who expound major or social or school reform as the means to reduce dropout, is a second group, not as large in number but equally firm in its convictions. These writers most frequently uphold a traditional function attributed to the school as the agent for screening the "able and the willing" from those "less able or unwilling". Neatby states this viewpoint: "... the many - granting their "unique value" and "infinite worth" - must still live on and by the efforts of the few".[3] Transposing this to the school she says:

> We should stop worry about 'why our high school students quit'. If they are offered abundant intellectual nourishment and if they prove themselves unable or unwilling to profit from it, they should not only be allowed to "quit", they should be obliged to withdraw.[4]

A continuing philosophy of class and race superiority is indicated in the Introduction to Education, Economy, and Society.

> Widespread social amelioration since World War II has not removed persistent class and ethnic inequalities in the distribution of ability (potential) and attainment (performance).[5]

Neatby, Floud and Halsey, represent what has been termed a "middle-of-the-road conservative" assessment of educational needs. This position suggests, in the main, a maintenance of standards and an improvement in operation and content, but no major reform. However such sentiments are outflanked by critics of education, further to the right, whose demands for school reform are almost as loud as those who might be classified as the far left. Rickover speaks for many of this group in the United States, both in education and the government, who see a serious competitive threat to American world supremacy in the accomplishments of Soviet technology, particularly in space. Rickover calls for urgent reform of the schools to upgrade the content of the curriculum and the quality of the instruction especially for the "brightest" students. Rickover does not preclude all thought of assistance for the "culturally deprived" but rather suggests, as a matter of national emergency, it is not a major concern.[6]

For those who do regard deprivation and school dropout as a major concern facing education today the central theory suggested is that large numbers of students drop out of school not because they are poorly equipped mentally. Rather the social, economic, or ethnic background which they bring to the school is neither appreciated or considered and the ensuing dichotomy between the aims and aspirations of the student and those of the school results in the student dropping out. Sexton suggests:

> The child is "made" at home, and he is accepted, rejected, or ignored by the

> school according to how well this home-made product meets the tolerance standards set up by the school. [7]

This approach is indicative of a change in placement of responsibility for dropping out of school from the earliest studies which placed the blame on "low I.Q." or "poor school achievement". Later studies, a large number of which were patterned on Hollingshead's Elmtown's Youth, place the blame on family and class factors:

> Unfortunate family background within the context of the class system is undoubtedly the most potent factor in any explanation of the reasons underlying withdrawals from school in Elmtown, and perhaps elsewhere for that matter. [8]

Responsibility was, however, still placed principally on agencies or factors outside of the school. It was certainly suggested that the school be more sympathetic to those experiencing difficulty in "adapting" to curricula and methodology but until the late nineteen-fifties the school itself was relatively free from attack as a possible source or agency for continuing dropout.

Cicourel and Kitsuse[9] suggest that the school is too often over zealous in its testing, evaluations, and placement of students into programs through "guidance and counselling" which is not always compatable with the wishes or ability of the pupil. Such placement, they say, is based, too often, on inaccurate and outdated testing procedures or on the purely subjective judgement of unqualified counsellors, whose decisions will effect subsequent career and even life patterns. Cicourel and Kitsuse are concerned primarily with the possible exclusion of able

students from university entrance course patterns in the high school year but the same concern has been expressed by others, notably Sexton, that administrative screening too often results in the screening of students right out of school.[10]

Friedenberg carries the criticism of the school even further:

> The school is the arena in which these lower class youngsters encounter middle class life, this is where the dropouts fight the ten-year ideological war that ends in their defeat and rout.[11]

Kvaraceus' view is that "most drop-outs are push-outs."[12] Friedenberg and Kvaraceus may be overly harsh in their assessments but they do serve to indicate that the school is now being held accountable for the education of many students to which, perhaps, the school has not felt itself heretofore committed. Miller poses a challenge: "Patients or clientele do not fail, only practitioners do."[13]

Many factors and agents have combined to focus attention on social inequalities in society and to suggest that the school has a major responsibility in alleviating these inequalities. Galbraith's Affluent Society[14] raised basic questions as to why a society which was reaching unbelievable heights in the productivity of goods, services, and wealth was apparently unable, or unwilling, to solve many of the problems of health, education, and living standards for large numbers of its citizens. Michael Harrington measured the dimensions of American poverty[15] and was the prime agent for Presidential reaction calling for programs to offset "cultural deprivation". The civil rights movement in the United States

and Canadian demands by Indian and Metis, in both cases backed by elements of community concern, focussed attention on the equalization of educational opportunity.

Porter charges Canada with two educational failures:

> In the periods of industrial development Canada ..... has imported large numbers of skilled and professional workers, while many of its own people have remained untrained for technical roles. [16]

and secondly on school dropout:

> Where those who survive to the upper levels of the educational system are less able than many who drop out of it, the investment in educational plant is being wasted and the most valuable resource of human talent is being squandered. A society which refuses to remove barriers to educational opportunity is falling short of the democratic ideal. [17]

Trow recognizes the "Two Problems in American Public Education"[18] as demands for a new education for the lower class urban child, especially the Negro, and a better education for the university bound student. In discussing demands for schooling for the "deprived" he says:

> These demands found support among public officials who were responsive both to the political processes involved and to the social dangers posed by large numbers of school dropouts, for whom the economy was providing fewer and fewer jobs, who were creating problems for police and welfare agencies, and whose potentialities for violence and crime constitute a major danger to urban life. [18]

Consistent with the difference in emphasis and viewpoints in theory expressed by the authors consulted it may be said that dropout theorists can be divided into two major groups. First are those who picture the dropout from school as a major disfunctional social attribute. Whether the author finds society to blame for not providing 'suitable' facilities or programs to keep the dropout in school, or suggests that the responsibility lies with individual or family lack of motivation, the net result, frequently assessed, is that dropout constitutes a national calamity. The inadequate training and education which the early-school-leaver takes with him into a competitive adult world is pictured as the key factor in a cycle of unemployment, under-employment, and social maladjustment, resulting in continuing public assistance and concern.

The second group regard the dropout as a functional element of society. These authors view the educational system as a natural screening device promoting those who prove their ability and initiative, providing these students with the education necessary for eventual professional and social leadership. At the same time the student who is unable or unwilling to meet the schools' achievement standards is allowed to leave school at the time appropriate to his ability and desire, providing he or she has reached the legal school-leaving age. Such students, they suggest, will find employment in the less demanding areas of the economy which, however, are a necessary part of the overall functioning of the society.

[1]The sample employed was drawn as part of an Alberta Government Department of Youth study conducted by Professor Robert H. Hughes. At the time Professor Hughes was setting up his study this writer was involved and it was possible to incorporate the major concerns and material which form the basis of this thesis within the framework of the larger study. The major advantage was in having access to a province-wide sample from which generalization is possible.

[2]Patricia Cayo Sexton, Education and Income (New York: The Viking Press, 1961), p. xiii.

[3]Hilda Neatby, So Little For the Mind (Toronto: Clarke, Irwin and Company Limited, 1953), p. 48.

[4]Ibid., p. 333.

[5]A. H. Halsey and Jean Floud. "Introduction", Education, Economy, and Society, A. H. Halsey, Jean Floud, and C. Arnold Anderson, editors (New York: The Free Press, 1961), p. 7.

[6]see in particular:

H. G. Rickover, American Education - A National Failure New York: E. P. Dutton and Co., 1963).

H. G. Rickover, Education and Freedom (New York: E. P. Dutton and Co., 1959).

[7]Sexton, op. cit., p. 139.

[8]August B. Hollingshead, Elmtown's Youth (New York: John Wiley and Sons, 1949), p. 340.

[9]Aaron V. Cicourel and John I. Kitsuse, The Educational Decision Makers (New York: Bobbs Merrill, 1963), conclusion - pp. 142 - 148.

[10]Sexton, op. cit., pp. 171 - 174.

[11]Edgar Z. Friedenberg, "An Ideology of School Withdrawal" Profile of the School Dropout, Daniel Schreiber, editor (New York: Vintage Books, 1968), p. 19.

[12]W.C. Kvaraceus, "Poverty and Under-Education, What School and Community Can Do", Occupational Outlook Quarterly, 8:3, September, 1964, p. 21.

[13]S. M. Miller, "The Search for An Educational Revolution", Profile of the School Dropout, Daniel Schreiber, editor (New York: Vintage Books, 1968). p. 41.

[14]John Kenneth Galbraith, The Affluent Society (Boston: Houghton-Mifflin, 1960).

[15]Michael Harrington, The Other America (Baltimore, Maryland: Penguin Books, 1963).

[16]John Porter, The Vertical Mosaic (Toronto: The University of Toronto Press, 1965), p. 166.

[17]Ibid., p. 167.

[18]Martin Trow, "Two Problems in American Education", The Sociology of Education: A Sourcebook, Robert R. Bell and Holger R. Stub, editors (Homewood, Illinois: The Dorsey Press, 1968), pp. 8 - 43.

[19]Ibid., p. 41.

CHAPTER II

RESEARCH BACKGROUND

From the large number of research studies on dropout it is possible to describe only a few. However those chosen, it is hoped, will provide data relevant to the various theories covered in the preceding chapter and will also form a basis for comparison to the findings of this study. These studies will be covered in three groups; outside Canada, Canadian (other than Alberta), and Alberta studies.

A. Research outside Canada

The identification of many characteristics typical of the drop-out was made quite early. Later studies have broken new ground in assessing responsibility, suggesting remedial methods, and relating drop-out incidence to current socio-economic conditions and needs. Douglas and Campbell in a 1936 report of research conducted in the Minneapolis school system[1] have this to say: -

> ...failing pupils ... are more than a year older, or a year more retarded, are absent more frequently by about two or three weeks a semester, are almost as bright on the average but include fewer superior pupils and are slightly more mature in mental age. They come largely from homes of inferior economic status in which there are few evidences of cultural interests or opportunities. Their fathers are skilled labourers, and their mothers and sisters have had less schooling than the average. It is also noticeable that there are more failing boys than failing girls and that among the failing boys are distinctly larger proportions of children of average and superior ability and of children coming from homes of average socio-economic status.[2]

Keeping in mind that this report was made still within the bounds of the "great depression" and prior to what has been called the "technico-computico" revolution of the nineteen-forties and fifties, it will be of interest to see how many of the factors which produced the Minneapolis 1936 profile of dropout still operate thirty years later.

A major cross-sectional community survey was made by Hollingshead in 1941-42.[3] His hypothesis was that "the social behavior of adolescents appears to be related functionally to the position their families occupy on the social structure of the community." This was substantiated by the examination of all high-school age youth in "Elmtown" through the basis of a five class socio-economic scale. Hollingshead found 88.7 per cent of Class V, ('N'=26), the lowest SES group, out of school; 41.3 per cent of Class IV, ('N'=183), 7.6 per cent of Class III ('N'=146), and all of Classes I and II still in school.[4] There were a total of 345 dropouts and 390 still in school, for a retention rate of 53.1 per cent.[5] Also noteworthy was his finding that the dropout rate was 77 per cent by the end of the nineth grade for Class V and 54.3 per cent for Class IV.[6] He summarizes significant factors associated with dropout under "poorer family heritage",[7] involving parents' formal education, incidence of sibling dropout, peer association with other dropouts, family farm tenancy, area of residence, broken homes and family income. I.Q. rating was significant for Class IV dropouts but not for Class V, i.e. for the class with the highest percent of dropouts, those who did stay in school and those who did not were not significantly different in measured intelligence. Hollingshead found significant social class

bias in school administration in the enforcement of attendance regulations and discipline.

In a longitudinal study focussed on dropouts and reported in "Growing Up In River City"[8] conducted between 1951 and 1955, Havinghurst and his associates found that 35 per cent failed to graduate from high school.[9] Havinghurst found 30 per cent of the dropouts left school at or almost immediately after reaching age 16, (the legal school-leaving age), 46 per cent at some time after 16½ but prior to school graduation, and 24 per cent before the legal school-leaving age.[10] Of this last group the majority were girls leaving because of marriage or pregnancy. Havinghurst's examination of dropout was statistically sound as he kept intelligence[11] and social status characteristics constant (these he accepted as major pre-determinates) and examined the sample for other factors distinguishing dropouts from those remaining in school. The drop-out group was found to be lower in school achievement, particularly in reading ability, and were also poorer in attendance, and less participant in extracurricular activity. The gap between the dropout and the control group widened progressively through grade progress until the time of dropout.

Havinghurst suggests that "School provides the only pathway to adolescence in River City, and high school is the only easily travelled route through adolescence to adulthood".[12] There may be those who, while accepting the latter half of this conclusion, might not agree with the first statement that "school is the only pathway." Obviously the

early school dropout does reach adolescence without the agency of the school, and in considerable numbers. It has also been suggested that among high school graduates will be found a considerable number who, despite their physical attendance and collection of leaving certificates, are, in fact, mental dropouts, lacking many of the attributes required in adult life, attitude and skills which some who dropped out, do possess.[13]

Swanstrom[14] in an examination of statistics from a February 1963 survey of the United States labour force made by the Bureau of Census, highlights several additional and significant differences between dropouts and high school graduates. One interesting aspect of the methodology of the study was that the sample of 16 - 21 year olds was restricted to youth who were part of the non-institutional (i.e. excluding Military, jail, etc.) labour force, either high school dropouts or high school graduates in the employment market, and not high school graduates either in university or graduates from university. The findings were therefore restricted to an examination of the variation in factors which could, in so far as possible, be directly attributed to completion or non- completion of high school. Swanstrom's study asks "For the youth who never intends to go to University, why should he complete high school?" Swanstrom found that in the 16-21 year-old unemployed segment of the labour force, dropouts were twice as likely as graduates.[15] He also found some prior reasons for this discrepancy. The dropout was less likely to have had part-time employment during high school than

those who graduated. This carried cumulative significance as part-time high school employment correlated strongly with post-school employment. Of the graduates who had found employment, 44 per cent had jobs waiting for them at time of graduation versus only 17 per cent for those who had not previously worked. Among the dropouts 30 per cent of those previously employed had jobs waiting versus 17 per cent for those with no work experience.[16] Similar differences were found in comparing the two groups in respect to additional training sought since leaving school.[17] From Swanstrom's study it appears that even when the dropout is compared to those with just slightly more training, but with a high school leaving certificate, there are significant employment differences. Despite the fact that in the answers given to a large number of questionnaires, the dropout gives, as a major reason for leaving school, the need for employment, he is less likely to have been able, or perhaps did not try, to find part-time employment when in school.

Project Talent[18] conducted by the University of Pittsburgh in the early nineteen-sixties was a reflection of American concern for its apparent lag in scientific and technological accomplishment following the Soviet "sputnik" breakthrough. Its first objective was a survey of available talent in relation to national requirements in science, medicine, engineering and other areas. The sample employed was probably one of the largest ever used in a social survey, and the areas investigated equally broad: identification of interest, aptitudes and background factors, effects of lack of interest and motiva-

tion, factors affecting vocational choice, the identification of predictors of creativity and productivity, and the determination of possible correlates between various types of education and the production of "special" talent.

As a related sub-project, a sample of 440,000 grade nine students, class of 1960, was examined one year and four years after the initial 1960 study. Combs and Cooley[19] report conclusions which in most cases do not differ appreciably from other dropout studies: in talent ability tests, interest scales, activity (dropouts are not as tidy and 'calm' as graduates), extra-curricular school activity etc. However in the very important area of employment an entirely new finding was reported. The four year after-study reported almost identical numbers of dropouts and high school graduates working, 87 per cent and 89 per cent respectively, and "Not only were the male dropouts earning as much as the controls (high school graduates), but they had been earning it longer. Thus, economically, the dropout was certainly at an advantage over the student who stayed to graduate."[20] This contradicts perhaps the most common findings made by nearly every other study and debunks the stereotype approach used so frequently in counselling students, "Stay in school and graduate because only then can you get a good job."

Brickman reporting on "School Dropouts in Big Cities"[21] finds holding rates in large urban areas far less than the national average, 70.8 per cent completing high school in large cities compared to 76 per cent in smaller cities and rural areas. He also found that of those who

do not graduate 25 per cent drop out in grade 10, and that 30 per cent of dropouts occur in the "general" program compared to 50 per cent for those enrolled in "vocational" courses.[22]

Nordstom, Friedenberg and Gold[23] in their examination of "Ressentiment" used a variety of research methods including a "Ressentiment" Index, Stern index of stress, non-verbal perception tests, Q-sort instruments for pupils and teachers, and open-ended "best thing - worst thing" school happening questions. Their conclusion is that it is through ressentiment caused by conflict with the school system that the adolescent seeking for self-understanding and self-realization has but two choices in the struggle against the "practico-inert" of a society. He must, in his adjustment between childhood and adult life, become either a "conformist" or a "revolutionary", and in the process, whichever way he decides, he becomes one of "Society's Children." Nordstrom and his associates thus add another dimension to dropout study which perhaps explains dropout for many students when the Socio-Economic Status (S.E.S.) deprivation factor is not operative.

B. Canadian Research (other than Alberta)

An early, but major, Canadian study of dropout formed part of the 1947 - 51 work of the Canadian Research Committee on Practical Education. Two of the committee reports[24] examined a 20 per cent sample ('N'=26,343) of all Canadian school leavers,[25] grade 7 and up, in 1948. Reasons and consequences of dropout indicate a similarity to most United States studies, (Project Talent excepted). The breakdown of school leaving

shows 26 per cent of the boys leaving from grades 7, 8 and 9; 32 per cent from grade 10, with about 27 per cent graduating to jobs[26] and 15 per cent graduating to further training. Generalizing to a national dropout rate, the committee estimated a total of 100,000 per year. Of these only 30,000, or less than one-third were estimated as having below average intelligence and of the remaining 70,000, 60,000 average and 10,000 above average ability.[27]

A 1962 study in Metropolitan Toronto of a group of 50 dropouts[28] illustrates the case study approach. The causes for dropout, although statistically not significant beyond the group studied, show several interesting aspects: - lack of application - 46 per cent of the cases; reached limit of ability - 40 per cent; unable to cooperate with school personnel - 34 per cent; unsettled home conditions - 26 per cent; desired employment - 20 per cent; lack of home encouragement or control - 20 per cent; financial need - 12 per cent; and personal or family health - 10 per cent.[29] The findings indicate that this group were multi-problem dropouts with a high degree of self-criticism for their 'failure'.[30]

Hall and McFaclane[31] in their study of "Paulend" found high school matriculation and university entrance a reflection, chiefly, of manual versus non-manual parental employment. The authors suggest a cautious use of intelligence tests.

> ...the inherent biases on the tests, coupled with the teachers subjective assessments of the tests, plus the teachers subjective assessments of the students educational and social backgrounds, tend to operate to the disadvantage of some students.[32]

they conclude:

> Functionally, the school system is a device for sorting the talented of each generation and directing them into work suited to their talents. Sophisticated observers have long suspected that the schools fail in many ways to achieve these objectives. They have suspected the means used for testing intelligence, and have assumed that middle-class children are more likely to remain in school than are working class children. The results of this study confirm these assumptions. [33]

Both in "Paulend" and in a subsequent report[34] Hall and McFarlane report a school and early employment bias in favour of girls: "... the school system seems geared to the requirements of girls; boys fare badly in it - in all years and in both the academic and vocational courses."[35] They compare the girl who finds immediate employment upon school graduation from a stenographic course to the boy who is ready only to start apprenticeship as he graduates from a vocational program. They suggest nursing and "trousseau" teaching are readily available avenues to the more ambitious girl. In addition the number of jobs per person is higher for girls than boys, girls are much more likely to make their first job their permanent job and the periods of unemployment for girls are less than for boys even when pregnancy is taken into consideration. The authors' definition of the school is "the academic atmosphere in which girls thrive and boys fail."[36]

Malik, in a 1966 study for the Canadian Welfare Council,[37] employing a sample from major Canadian cities, found only nine per cent of students

from families receiving Public Assistance completing school as compared to 32 per cent of a control group not financially assisted. He found that most of the failures occurred between the fifth and sixth grades.

Bancroft reports in 1964[38] that for 10,000 students entering grade one, 3,200 are gone by the time of entrance to grade eight, nearly one-third thus drop out at the elementary level, a further 1,500 leave during grade eight. Of the remaining 5,300, 2,700 achieve junior matriculation and only 1,000 graduate with senior matriculation.

Nation-wide research studies in Canada, and perhaps elsewhere, operate at two major disadvantages. First, many independent school systems make the matching of statistics difficult.[39] Secondly, national rates or percentages are affected severly by regional extremes. For many years lower levels of educational attainment in parts of the Maritimes and rural Quebec have had a downward effect on national statistics. Despite these handicaps the pattern for Canadian studies appears to follow the trends in American findings in the assessment of cause for dropout. However, consciousness of regional differences has been a barrier to the acceptance by specific provinces or regions of survey findings from other parts of Canada or outside Canada.

C. Alberta Research

The pattern of research on Dropout in Alberta follows that of American and other Canadian studies already examined, the earlier reports listing what could be called associated conditions to dropout

followed by a gradual sophistication of research into underlying causes. For example Allison[40] in an examination of students who failed in grade seven lists the causes of failure as low ability, poor achievement, poor attitude, and low S.E.S. Only the last should perhaps be classified as a cause while the first three are indications of other causes, rather than explanations in themselves. Allison's sample of two hundred and twelve grade seven failures was rapidly reduced as dropouts accumulated; 80 by the end of grade seven, 130 by grade eight, 159 by grade nine, 168 by grade ten, 203 by grade eleven. Of the nine who registered in grade twelve, six graduated, five with a high school diploma and one with university entrance.[41] Chances of a grade seven failure completing high school, based on Allison's findings, were two in a hundred.

Evans,[42] in his study of a random sample of 400 A, 400 B, and 400 C students from the 1945 grade IX Alberta class found a graduation pattern of 268 A's, 107 B's and 9 C's, an extremely high relationship between possibility of graduation and earlier scholastic success.

A major stimulus to dropout study in Alberta was provided by Hohol in his 1954 Master's dissertation.[43] This 1954 survey of the literature reviewed a large number of articles, theories, and studies of dropout. Hohol summarized the factors significantly relevant to dropout which were common to a majority of these studies for the first volume of the Alberta Journal of Educational Research in 1955:

1. Economic status or occupation of parent
2. Retardation, repeating grades
3. Intelligence - there is no direct

co-relation between I.Q. or teacher's marks and dropout
4. Sex - North America does not favour boys
5. Home status
6. Personality - co-operation, initiative, resourcefulness
7. Participation in extracurricular activities
8. Pupil and parent attitude toward education. [44]

Hohol's work was followed by a brief but well documented study on regional incidence of dropout in the province by Clarke, Card, and others.[45]

The "Report of the Royal Commission on Education in Alberta",[46] known usually as the "Cameron Report", examined a great many variables and among them, dropout.[47]

> ... about 72 per cent of the pupils in an original Grade I class reach the end of Grade IX, about 41 per cent reach the end of Grade XII, about 23 per cent gain matriculation, about 6 per cent enter degree programs in the University of Alberta immediately upon gaining matriculation. [48]

Typical of many of the more recent studies of dropout the "Cameron" report shows the reasons for Dropout under summarized headings, such as: reasons relating to school, economic reasons, personal reasons. It not only assessed administration or teacher responses under these heads but also elicited response from the dropout. This approach produced reasons such as, "good position open" and "preferred work to school." The report stressed concern at greater length over the inability of not more than six percent to enter university than it did over the nearly sixty percent who failed to graduate from high school:

> If one accepts Terman's estimate that 12.7 per.cent of children are capable of "profiting from instruction in a first-class University, it would appear that without lowering our present University entrance standards, more than twice as many Alberta students as are now doing so could be profiting from instruction" in the University of Alberta. [49]

Vincent and Black examined a small group of male grade eleven dropouts in Calgary and found that at this level of school-leaving a majority of the sample had no difficulty in finding employment with a future, or in returning to school and to post high-school training or university.[50] The authors might be questioned however on the validity of their generalizing from a very small and a very special group of dropouts, those with the greatest possibility for successful re-adaptation, that society's concern with the whole problem of dropout is based on fiction, rather than fact.

Greenfield, in his 1963 Doctoral Thesis,[51] introduces systems analysis into the study of Alberta dropout. The factors isolated - intelligence, S.E.S., interest or motivation, and the total impact of the school on the pupil - were weighted through multiple factor analysis. The author concluded that the school should not be held completely responsible for dropout:

> The reasons .... are many and complex, but most of them are not under the control of the principal and the staff of a given school. [52]

In Lawlor's thesis[53] an interesting hypothesis is made: "The results show that the type of scale used has an important influence on

the nature of the relationships obtained. The lower classes appear to be more highly achievement orientated when they perceive the opportunity for tangible reward whereas the middle class appear to value achievement orientation as an end in itself."[54] This is perhaps a contributing factor in low scores on intelligence tests by students from lower class S.E.S. backgrounds. In Lawlor's comparison of two scales, one by Rosen and the other by Reissman, he examines the language employed, and suggests a middle-class bias for the Rosen scale. If, in addition to using survey tools that have a built-in class language bias, the researcher also restricts the number and the direction of possible responses through highly structuring his questionnaire, it appears he can predetermine the outcome of his "Survey" completely.

North, in an examination of possible relationship between Broken Homes and School Performance[55] reported that if the dissolution took place in the early grades, one, two, and three, there was a detrimental effect, but beyond this grade, children from broken homes out performed the control group from non-broken homes.

A study of Grade IX pupil achievement in rural Alberta by Card and others[56] examined several factors new to Alberta research, applicable to dropout. Among many were teacher's perceptions of social background of the pupil, "crowding", the use of "Non-Standard English", youth patterns of dating, car ownership, social activity, work opportunities in the community, and collective versus individual pupil orientation effect on achievement and parents' reinforcement of it. One challenging

statement of Ausabel is quoted:

> .... it seems credible that most of the language retardation and its grim consequences for school learning could be prevented by an enriched program for pre-school education that would emphasize perceptual discrimination and language acquisition ... It is the area of language development, and particularly with respect to the abstract dimension of verbal functioning that this type of child manifests the greatest degree of intellectual retardation.[57]

The identification of a limited language background as a major factor preventing the "culturally disadvantaged" child from competing on anything like equal terms with other students has been made in numerous studies. In Alberta, which possesses large numbers of native Indian and Metis peoples, sub-groups of other ethnic minorities, and recently identified economically depressed pockets, a need for such "an enriched program for pre-school education" might be indicated.[58]

The identification of the potential dropout while he is still in school, and when preventive measures might be employed, has been a difficult task. A majority of dropouts appear not to consult anyone in the school prior to dropping out.[59] Friesen's study[60] attempts to discover the reasons for a build up of "alienation" between the potential dropout and the school, leading to eventual severence. He suggests two major characteristics of alienation: a lack of commitment toward learning and school, and, as perhaps an integral part of such a lack, the inability to see "material gain in the school program." For

students who indicated they entertained thoughts of leaving school, Friesen reports at least twice as high a frequency, compared to those who stated intentions of completing high school, in "going steady", dating more than twice a week, owning cars, watching T.V. more than three hours per day, and attending the "movies" more than once a week. It would seem that these students, although still in attendance at school during the legal hours of "instruction" have dropped out in all other respects. Their out-of-school activities have enlarged to the point of excluding homework or school extracurricular activity, thus minimizing their chances for either scholastic attainment or social identification with the student community. Friesen's study might be criticized on one minor point. He appears to equate "future orientation" with only one alternative, that of enrolment or plans for university courses.

In summary, it appears that a great many factors of significance to dropout have been identified, many of them quite early. These factors do not appear to be restricted geographically as research in the United States, in Alberta, or in other parts of Canada point to much that is common. Even when research is limited to particular facets of dropout, or focusses on newer or more complex aspects, these, in most instances appear to expand the theoretical base rather than to refute previous findings.

One factor which presents itself is that a majority of the research reviewed has concentrated on the identification of dropout factors with

a much smaller emphasis on suggested remedial or preventative programs. The absence or scarcity of reported assessments of such programs results in the validity of much original factor identification remaining unproven.

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[1] H.R. Douglas and Ina Campbell, "Factors Related to Failure in a Minneapolis High School", Elementary School Journal, Volume 37, November, 1936, pp. 186 - 189.

[2] Ibid., p. 189.

[3] August B. Hollingshead, Elmtown's Youth (New York: John Wiley and Sons, Inc., 1961.)

[4] Ibid., p. 330.

[5] Ibid., p. 330.

[6] Ibid., based on chart, bottom of p. 332.

[7] Ibid., p. 337

[8] R. J. Havinghurst, and others, Growing Up in River City (New York: John Wiley and Sons, Inc., 1962.)

[9] Ibid., p. 57

[10] Ibid.

[11] The possibility that intelligence, as reflected in the various testing instruments used at the time of Havinghurst's study, and since, is a variable based on social class background is discussed at some length by Sexton, "Success or Failure", Education and Income (New York: The Viking Press, 1964.); pp. 25 - 69.

[12] Havinghurst, op. cit., p. 64

[13] see particularly Paul Goodman, "Stay-in-School" Dropouts, pp. 32 - 33, "The Universal Trap", Profile of The School Dropout, Daniel Schreiber, editor (New York: Vintage Books, 1968), pp. 26 - 39.

[14] Thomas E. Swanstrom, "Out of School Youth - February 1953", Profile of the School Dropout, Daniel Schreiber, editor (New York: Vintage Books, 1968), pp. 85 - 100.

[15] Ibid., p. 91.

[16] Ibid., p. 90.

[17] Ibid., p. 88.

[18] University of Pittsburg, Project Talent (Cooperative Research Project no. 635, U.S. Office of Education, Department of Health, Education and Welfare. Pittsburg: School of Education, University of Pittsburg, 1964.) (Multilithed.)

[19] Janet Combs and Wm. W. Cooley, "Dropouts - in High School and After School" American Education Research Journal, Volume 5, #3, May, 1968, pp. 350 - 363.

[20] Ibid., p. 362.

[21] W. W. Brickman, "School Dropouts in Big Cities", School and Society, Volume 92, No. 2249, 11, 14, 64, p. 326.

[22] Ibid.

[23] Carl Nordstrom, Edgar Z. Friedenberg, and Hilary A. Gold, Society's Children - A Study of Ressentiment in the Secondary School (New York: Random House, 1967.)

[24] Canadian Research Committee on Practical Education, Your Child Leaves School,(1949), and Two Years After School, (1951), Toronto: Canadian Research Committee on Practical Education).

[25]this study was not able to include school-leavers from the denominational schools in Newfoundland or Roman Catholic schools in Quebec.

[26]Two Years After School, op. cit., p. 31, table 2.1.

[27]Ibid., p. 34.

[28]St. Christopher House, "School Drop-Outs - Our Disinherited Youth" (Toronto: St. Christopher House, 1962), (Multilithed).

[29]Ibid., p. 22.

[30]The case study method has definite advantages in bringing out causes or reasons which a large impersonal survey, through questionnaires, cannot hope to reach. However case study suffers a disadvantage in that the interviewer's bias, either intended or accidental, can easily color or even construct the respondent's answers. The predominant admission of individual short-comings in the St. Christopher House study might be attributed to a basic method used by many religious organizations in their approach to individual problems; only through an admission of personal guilt can one be led to see the "error of one's ways" and accept "Guidance" into the "proper" pattern of behavior. Cicourel and Kitsuse, in The Educational Decision Makers (New York: Bobbs Merrill, 1963, p. 146) suggest if this approach is abused in school "counselling" it not only constitutes an invasion of personal privacy but "will produce a new generation of youth socialized to the practice of easy confessions and receptive to "professional" explanations of who they are and what they aspire to become."

[31]Oswald Hall and Bruce McFarlane, Transition from School to Work (Report #10, Department of Labour, Ottawa: the Queen's Printer, 1962.)

[32]Ibid., p. 68.

[33]Ibid., p. 35.

[34]Oswald Hall and Bruce McFarlane, "The Girls' and the Boys' World", Canadian Society - Sociological Perspectives, Blishen, and others, editors (Toronto: MacMillan and Company, 1965).

[35] Hall and McFarlane, Transition ..., op. cit., p. 35.

[36] Hall and McFarlane, The Girls' ..., op. cit., p. 200.

[37] M. A. Malik, School Performance of Children in Families Receiving Public Assistance in Canada (Ottawa: The Canadian Welfare Council, 1966).

[38] George Bancroft "Some Sociological Considerations on Education in Canada", Canadian Education and Research Digest, Volume 4, March 1964, pp. 25 - 33.

[39] An example of this difficulty occurs in the studies of the Canadian Research Committee on Practical Education. Because British Columbia and Ontario offer grade thirteen as part of the high school program, including some junior level university courses, the committee defined completion of grade twelve as high school graduation for these two provinces. Following the line of reasoning that British Columbia and Ontario grade thirteen is equivalent to grade twelve for the rest of Canada, then high school graduation must occur at the end of grade eleven in these other provinces. (Footnote page 31 of report "Two Years After School"). As this is not the case in Alberta, and probably some other provinces, the number of high school graduates shown in the committee's reports is higher than actually is the case.

[40] Charles John Allison, "Characteristics of Students who Failed Grade Seven in Edmonton Junior High Schools, 1951-1952" (unpublished Master of Education thesis, The University of Alberta, Faculty of Education, Edmonton, 1959).

[41] Ibid., p. 66

[42] Keith Leland Evans, "Academic History of the 1945 Grade IX Class in their Subsequent High School Careers" (unpublished Master of Education thesis, The University of Alberta, Faculty of Education, Edmonton, 1953).

[43] A. E. Hohol, "A Review of the Evidence on the Problem of Why Youth Leave School" (unpublished Master of Education thesis, The University of Alberta, Faculty of Education, Edmonton, 1954).

[44] A. E. Hohol, "Factors Associated with School Dropouts", Alberta Journal of Educational Research, Volume 1, November, 1955, pp. 7 - 11.

[45] S.C.T. Clarke, B.Y. Card, H.C. Melsness, J.R. McGregor, Regional Incidence of Drop-Outs from Alberta Schools, 1952-53, Alberta Board of Teacher Education and Certification (Edmonton; the Queen's Printer, 1959).

[46] Alberta Department of Education, The Report of the Royal Commission on Education (Edmonton: the Queen's Printer, 1959).

[47] D.G. Black, R.S. McArthur, J.G. Paterson, Pupil Personnel in Alberta Secondary Schools, Monographs on Education, #6, Alberta Advisory Committee on Educational Research (Edmonton: The University of Alberta, 1961).

[48] Ibid., p. 17

[49] Ibid., p. 6.

[50] G.B. Vincent and D.B. Black, "The Dropout is Societies Burden, Fact or Fiction." Canadian Education and Research, Volume 6, December, 1966, pp. 313 - 320.

[51] T.B. Greenfield, "Systems Analysis in Education: A Factor Analysis and Analysis of Variance of Pupil Achievement" (unpublished Doctoral thesis, The University of Alberta, Department of Sociology, Edmonton, 1963.)

[52] Ibid., p. 41.

[53] S.D. Lawlor, "Social Class, Achievement Orientation and Expected Occupational Mobility" (unpublished Master of Arts thesis, The University of Alberta, Department of Sociology, Edmonton, 1967).

[54] Ibid., p. V.

[55] Joseph North, "The Relationship of Broken Homes to the Performance of School Children" (unpublished Master of Education thesis, The University of Alberta, Faculty of Education, Edmonton, 1965).

[56] B.Y. Card, J.O. Regan, W.D. Knill, W.B. Dockrell, School Achievement in Rural Alberta (Edmonton: The First Edmonton District of the Alberta Teacher's Association, 1966). (Multilithed.)

[57] Ibid., p. 65.

[58] One of the largest programs aimed at raising the level of reading ability, both for economically and for racially "deprived" students, is in operation in California. The report for the school term ending June 1967, (California State Department of Education, Compensatory Education in California, 1966-67, Sacramento, 1968, Multilithed) gives some idea of the scope and cost of such a program i.e. initial year cost $78.5 million and 66-67, 73.6 million. The numbers of positions supported for 66-67 were: Teachers: Pre-Kindergarten 207, Kindergarten 111, Remedial Reading 985, Speech Correctionist 29, Specialized Handicapped 42, and an additional 1, 257 elementary and secondary teachers to reduce teacher-pupil ratios, total teachers - 2,836. Non-teaching staff totalling 3,362 were used: 1,412 Teacher Aides, 140 Librarians, 170 Supervisors, 268 Counsellors, 54 Psychologists, 115 Nurses, and other personnel in clerical, dental, social work and testing areas. These figures represent full time staff only. Another 1,331 professional and non-professionals worked over half-time but not full-time and 12,309 worked half-time or less, noteworthy among this group were 1,003 Elementary Teachers, 1,928 Teacher Aides and 6,350 Volunteers. (Figures are taken from Summary Chart, Page S-8 of the California report).

Numbers and cost seem large but perhaps not in relation to a population roughly as large as all of Canada. Approaches particularly of interest to Alberta might be: the use of both Kindergarten and Pre-Kindergarten instruction, the reduction of class size to allow for more individual instruction through additional teaching staff but more particularly the addition of large numbers of Teacher Aides, the use of Volunteers, especially in the "Enrichment" areas of class and field experience, and a very large use of part-time staff, especially teachers, at half and less than half-time employment.

[59] One report - George Ernest Martin, "A Survey of Factors Related to Drop-Outs in Grade IX in Newfoundland Central High Schools in 1962 - 1963" (unpublished Master of Education thesis, The University of Alberta, Faculty of Education, Edmonton, 1964), indicates only four percent of Newfoundland dropouts talked with anyone at school prior to their dropping out.

[60] David Friesen, "Profile of the Potential Dropout", Alberta Journal of Educational Research, December, 1967, pp. 299 - 310.

CHAPTER III

POPULATION, SAMPLE, and VARIABLES.

Preparatory to the recording of pupil progress in the high school grades, the Alberta Department of Education sets up individual card files for all Alberta students registering in grade nine. Such a complete list is a necessary prerequisite to random selection which is in turn a major condition allowing a researcher to make valid inference from an examination of his sample for the corresponding population. As this grade nine list was the only available complete list of all students at a particular time, the study was therefore limited to the examination of dropout in Alberta from this point of registration. The population chosen was therefore the 25,319 students enrolled in Alberta schools for the term commencing September, 1963.[1] These students would, if maintaining the prescribed school pattern for Alberta, have written Grade Nine Departmental Exams in the spring of 1964, entered high school in September of 1964, graduated from a "normal" three year pattern in the spring of 1967, and by the spring of 1968, when this study was undertaken, have entered the labour market or post high-school education or training. The population chosen was thus provincial-wide and included all students in attendance at all schools, public or separate, (but not private) receiving grants from the Department of Education.

The sample chosen, as representative of this population, was 1,049. Selection was made by random choice for the first number and then every twenty-fifth student of the total grade nine school population.

Selection of both population and integral sample possessed both weaknesses and strengths. Chief weakness was the exclusion of those dropping out before grade nine. As has been demonstrated in many studies, dropout is not a process common only to the higher grades. In Alberta, for the school term of 1963-64, 2,732 students were reported leaving school as they reached the age of fifteen years. Of this number, forty-one per cent or 1,125 students left from grades one to eight inclusive.[2] These "early dropouts" are assumed to be overly representative of minority ethnic groups, particularly Metis, a majority of whom do not, as yet, achieve significantly within our school system. There is also a growing consensus of opinion, backed by recent Agricultural Rehabilitation Development Act, (A.R.D.A.), studies, that extremely early school-leavers constitute a hard core of resistance to the capacity of a society to employ or to train those with extremely limited education, which in some cases borders on "functional illiteracy." The problems of these and other groups who do not reach the high school level are excluded from this study.

The major strength in the choice of population and sample is in applicability to the province of Alberta. As suggested in Chapter II,[3] a major obstacle to the implementation of programs based on research is the thought that such research is perhaps not valid for this particular province or this particular region. Research has been assessed as being either too broad, too distant, or at the other extreme, too limited. It is felt that this current study of the Alberta cohort registering in

grade IX in 1963 will escape a majority of objections of inapplicability. To ensure that this aim was accomplished many variables which have been judged as significant causes or indications of dropout in previous studies have been included in addition to some new dimensions. The total examination of all variables, it is hoped, will present a reasonably complete and accurate picture of the dimensions of dropout for Alberta at the present time.

A second strength, it was felt, would be in the use of a longitudinal study. Factors which appear in school or family background records could then be judged through follow-up study and significance judged on the basis of the subsequent behavior of the same individuals over the same period of time.

Additional strength comes from the selection of a sample of students rather than a selection of dropouts. The major aim of this study is "an examination of dropout" but it was felt that only as a part of an entire group of students would such an examination be meaningful. The sample thus contains its own comparison group or groups. Those who drop out can be compared with those who graduate and relationships between the variables involved can be examined.

The following independent variables form the base for examination and comparison:

1. Geographic location of schooling. Basically an attempt to discover possible differences in school level attainment between rural and urban students.[4]

2. Age of student at the time of registration in grade nine. Does the overage student tend to drop out?

3. Sex. Is the Alberta school system a "girls world"?

4. Failure in the ninth grade. What chance is there of a ninth grade repeater completing high school?

5. Attendance. Is poor school attendance an indicator of future dropout?

6. Grade nine Scholastic Achievement Test scores. Are these valid predictors of future school accomplishment in comparison to other objective and subjective ratings?

7. Developmental Rating. Teacher's subjective evaluation of pupil in terms of health and behavior in grade nine.

8. Achievement Rating. A second teacher evaluation.

9. Stanine placement as a result of Grade Nine Departmental Exams.

10. Total High School Credits obtained.

11. School program enrolment. Although this could be considered both an independent and a dependent variable it was decided to project possible dropout or graduation based on whether the student had enrolled in a matriculation, general, vocational, or business program.

12. Father's Occupational Rating as determined by the Blishen Occupational Class Scale. [5]

The following were classified as dependent variables:

1. School leaving. At what point in the student's high school program did he or she terminate?

2. Graduation versus non-graduation. A simple dichotomy separating the dropouts from those completing a high school program.

3. Income earned. Restricted to those employed full time.

4. Weeks of employment. Full time employees.

5. Things needed in Community. Respondents to the questionnaire were asked to indicate what help, what activities, or what organizations they feel would be of major benefit in their community. The type of activity or facility suggested, it was felt, might relate to the amount of schooling completed.[6]

6. Best Life. The respondent's definition of what, for him, constitutes success.

7. - 10. Success versus failure orientation. Based on the respondent's definition of "Best Life", he was then asked to rate himself on the basis of:

    7. Present success
    8. Past success (two years previous)
    9. Level of aspiration (two years hence)
    10. Level of opportunity (realistic - two years hence)

11. - 15. Employment assessment. Respondents, out of school at least one month, employed, and with no plans of returning to school, were asked to evaluate themselves within their job area:

    11. Satisfaction with current job.
    12. Chances for promotion
    13. Chances of changing to a "better" job.
    14. Chances of being fired or laid off.
    15. Degree of their desire for a better job

The Independent Variables, "Developmental and Achievement ratings" were used to give a subjective evaluation comparison to the objective S.C.A.T. and exam mark evaluations. With the projected dropping of Grade Nine Departmentals it was felt such a comparison might be useful. Among the Dependent Variables, "Community Needs" and "Best Life" are completely open-ended. Respondents were given ample room in the questionnaire to reply at whatever length they desired, (even then, there were many answers extending to the backs of pages). Answers were classified and coded by ten categories for "Community Needs" and nineteen for "Best Life." This approach gives the respondent maximum opportunity to express his own ideas and to avoid the weaknesses of fixed-choice questions as suggested by Cicourel:

> ... because they, (a), assume invariant meanings to words and sentence structure; (b) may impose the interviewer's perspective on the subject; and (c) rule out the actor's point of view. [7]

An additional variable was used, "Worst Life", but as the answers were almost completely a negation of replies to "Best Life", it was not considered necessary to use this Variable in subsequent analysis. Variables seven to ten, "Success versus Failure", and eleven to fifteen "Employment Assessment" were handled as degree relative to the individual's personal assessment on a scale giving numbered options of either 'nine' or 'five' as best or maximum, diminishing to a 'one' as worst or lowest degree.[8]

Chapter III, and the study as a whole, attempts to approach dropout in Alberta on a province-wide basis; to assess, for Alberta, findings or

research studies conducted elsewhere; to add new dimensions, particularly subjective assessments of dropout by dropouts; but particularly to focus on those factors stemming from or reflecting on the institution of the school as a socializing agency.

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[1] Alberta Department of Education, Annual Report, 1964, Edmonton: the Queen's printer, 1964.

[2] Ibid.

[3] this thesis, Chapter II, Alberta Research.

[4] With the elimination of the majority of one-room country schools, the consolidation of smaller school districts, and the bussing of students to schools in towns and cities many miles from home, the old distinction between rural and urban students becomes more difficult to define each year. This thesis compares students on the basis of education locale, whether schooling takes place in an urban or rural school classification, and not on the basis of the student's place of residence.

[5] Bernard R. Blishen, "Occupational Class Scale", Canadian Society, Sociological Perspectives, ed. Bernard R. Blishen, Frank E. Jones, Kaspar D. Naegele, and John Porter (Toronto, The Macmillan Company, 1961), pp. 481-485. This scale was revised by Blishen in 1967, however it was his 1958 scale which was used in this thesis. The inaccuracy in the Blishen Scale in placing all farmers in category 5 and its effect on the variable "Fathers Occupational Rating" is discussed in Chapter VI.

[6] As was indicated in a footnote in Chapter I, this thesis is a micro approach to dropout with emphasis on school and takes place within a macro study being conducted by the Alberta Department of Youth. The findings of both studies are inter-related but the Department of Youth concern is directed to the 'total' requirements of youth, both inside and outside of the school, during school and post school. Variables such as "Things needed in the Community", "Counselling since Leaving School", "Leisure in Time, Kind, and Locale", "Place of Residence since Employment", etc., although they do have indirect interest and re-

lationship to a study of school dropout, are more directly related to other community agencies. Variables which fit this description are therefore not included in this thesis or are referred to in a generalized sense only.

[7] Aaron V. Cicourel and John I. Kitsuse, The Educational Decision Makers (New York: The Bobbs-Merrill Company, 1963), p. 150. see also their Appendix, pp. 149-173, on "open-ended" research questioning and coding methods.

[8] This thesis, Appendix B, The Questionnaire.

CHAPTER VI

PROCEDURES

The random sample of grade nine students was drawn from the files of the Alberta Department of Education's Office of Testing and Research. The information required for Independent Variables One through Eleven and Dependent Variables One and Two, (see preceding chapter), was coded and then punched on I.B.M. cards. The second major source of information, the Questionnaire,[1] was mailed to all members of the sample for whom the Department of Education had addresses.[2] In cases where no reply was received within two weeks, a follow-up letter was sent, and if after a further two weeks without a reply, a third letter was sent, enclosing another copy of the questionnaire. From the completed questionnaire information for Independent Variable Twelve and Dependent Variables Three through Fifteen was coded and then transferred to I.B.M. cards.

Two decks of I.B.M. cards thus formed the base of the study, one, (Deck #1, Sample, N equals 1049), containing the Department of Education recorded pupil information, and a second (Deck #2, Questionnaire, N equals 611), with information from the returned questionnaires. These two decks were first examined for all Independent and Dependent Variables on a simple frequency basis, using an I.B.M. Sorter, and then converting these frequencies to percentages. In addition, using computer services of the Faculty of Education Research Centre, Means, Medians, and Standard Deviations were obtained. Decks one and two

were further examined for both Dependent and Independent Variables through a Cross-tabulation Program using the IBM 360/65 computer at the Provincial Data Center. This program examined the relationship between Dependent Variables and Independent Variables using chi-square as a measure of significance of these relationships. A 0.5 level of significance was employed.

A third deck, (#3, N equals 611 x 2), was produced by pairing the corresponding student cards from Deck One with all cards from Deck Two. This consolidated information on all variables for the respondents to the questionnaire. From this new deck twenty-nine variables were selected and, using Faculty of Education Research Division Computing Services, and the University IBM 360/65 computer, relationships between these variables were examined through a Cross-tabulation Program, and a Simple Correlation Matrix. Finally Deck #3 was sub-divided on the basis of sex and re-examined.

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[1] Appendix B.

[2] Ibid., Table 21.

CHAPTER V

ANALYSIS OF DATA

Description of the data from Department of Education student files, (Deck #1 - The Sample) will be covered in Chapter V. The additional information from the replies to the Questionnaire, (Deck #2 - Questionnaire), and finally the combination of both sources, (Deck #3 - Combined), will be covered in Chapter VI. In both chapters the format used is a general description related particularly to physical and social dimensions, a somewhat more detailed examination of the components of these dimensions, and finally a study of the variables, independent and dependent, their relationships to each other and to the incidence of dropout. Chapters V and VI will attempt to summarize the more complete and more detailed information which is present in appendices A and B.

THE SAMPLE

Chart #1 illustrates the history of the 1049 students chosen as the sample between their 1963 Grade Nine Registration and the spring of 1968. By the time of the study four hundred and seven or 38.9 per cent of the sample had graduated from High School, either with Matriculation standing, (131 or 12.6%) or with a General High School Certificate, (276 or 26.3%). In addition (see Chart #2) to these graduates nearly two hundred students who had not graduated, and thirty-three who had, were still enrolled in high school courses.

The assumption that the students still enrolled in high school who had already seventy or more credits have a reasonable chance for graduation, added another one hundred and twenty-one to the list of possible graduates. (11.5%). Finally a two per cent or twenty-two student allowance was made for out-of-province graduates.[1]

CHART 1 Graduates, Dropouts, and Continuing Education (High School Level)

reported Spring 1968 for sample of Alberta students enrolled in Grade 9 - fall 1963. N = 1049.

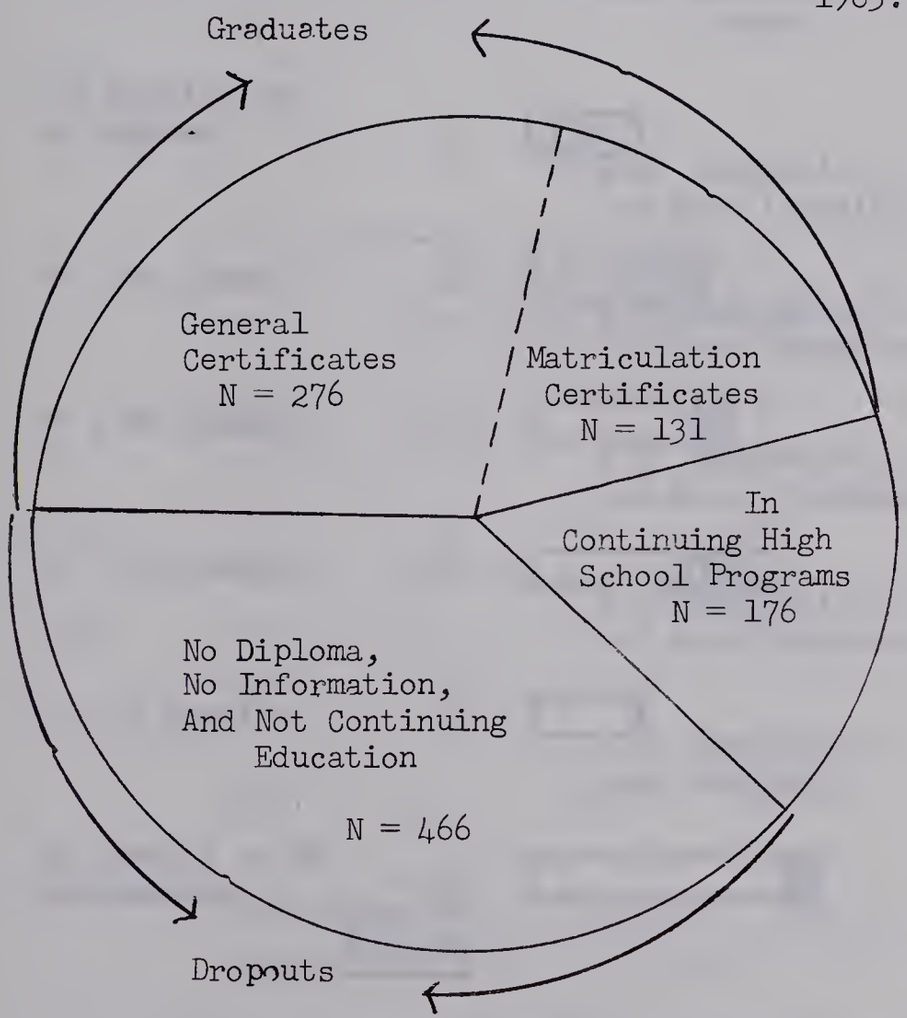
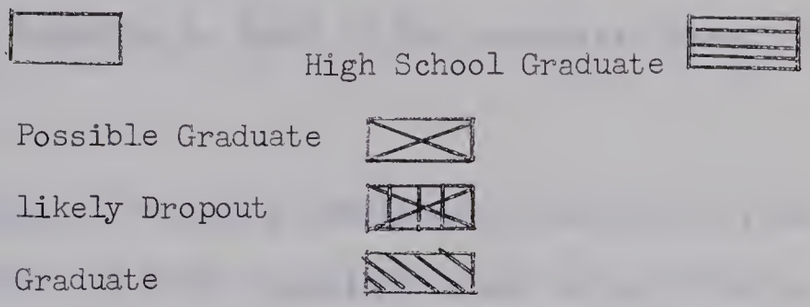


CHART 2 — Possible Distribution of Sample (N=1049)
A Projection Based on Statistics Available
Spring 1968



	Actual and Possible Dropouts		Actual and Possible Graduates
100 Credits and Diploma Received	0	H.S. Completion - 3 years	407
100 Credits but No Diploma	12	H.S. Completion - 3-4 yrs. (Possible)	38
90 - 99 Credits	49	H.S. Completion - 3-4 yrs. (Possible)	51
70 - 89 Credits	78	H.S. Completion - 3-4 yrs. (Possible)	32
30 - 69 Credits	159	H.S. Completion - 4-5 yrs. (Unlikely)	0
1 - 29 Credits	36	H.S. Completion - Very Unlikely	0
No Credits or No Information	165		22 *
	N = 499		N = 550

* See Appendix A, "No Information Category".

What characteristics did the study investigate in its examination of Department of Education files, which appear to differ between graduates and dropouts? (See Appendix A, Table 19 for a complete description of this data).

In geographic location of schooling (independent variable #1) contrasting students from rural and urban organized school units there was no appreciable difference, (less than one per cent), in type of diploma received for graduates, or for those dropping out, or continuing their high school programs. There was however a slight seven percent advantage shown in total numbers of graduates from rural school systems over urban.

TABLE I

GRADUATION OR NON-GRADUATION DEPENDENT
ON SCHOOL GEOGRAPHIC LOCATION
(per cents by total groups)

	Received Diploma		No Diploma		Total	
	N	%	N	%		
Rural	230	22.4	321	31.4	551	53.8
Urban	170	16.7	269	26.3	439	43.0
					NI = 31	*
	400	31.1	590	57.7	N = 1021	

Chi-square 9.7 - 1 degree of freedom
Probability less than 0.001

* NI signifies "no information".

Age, (independent variable #2), was a definite factor in determining differences between dropout and graduate. The subsequent graduate was in grade nine an average of six months younger than the dropout, (mean age 13 years, nine and one-half months compared to 14 years, three and one-half months). If this age discrepancy is increased to a full year or more above the mean age for the grade nine class, chances of graduation rapidly decrease. Of those fifteen years of age in grade nine less than half as many graduate as those fourteen years old, while the sixteen year old group drops to less than one-fifth. The differences are equally significant between graduates receiving matriculation versus general diplomas and those who have dropped out versus those continuing in high school.

TABLE 2

GRADUATION OR NON-GRADUATION DEPENDENT ON AGE OF STUDENT IN NINTH GRADE
(per cents by total group)

Age	Received Diploma N	%	No Diploma N	%	Total	
Below Mean	96	9.4	72	7.1	168	16.5
Mean	261	25.6	280	27.4	541	53.0
Above Mean	45	4.4	198	19.4	243	23.8
					NI = 69	
	402	39.4	550	53.9		

Chi-square 82.7 - 2 degrees of freedom
Probability less than 0.001

Sex, (independent variable #3), appears a most significant variable in its relation to a student's probability of graduation or

dropout. Despite the sample being almost equally divided between males (50.2 per cent) and females, (49.8 per cent) being a girl almost doubles the chances for graduation (48.3 per cent girls compared to 29.7 per cent boys) within the three year program. This decrepancy is only slightly offset by increased numbers of boys continuing high school into a fourth or fifth year. Hall and McFarlane's suggestion that the school is a "girl's world"[2] appears to find substantiation in the numbers of Alberta graduates of that sex.

TABLE 3

GRADUATION OR NON-GRADUATION DEPENDENT ON SEX
(per cents by total group)

	Received Diploma		No Diploma		Total	
	N	%	N	%		
Male	156	14.9	349	33.4	505	50.2
Female	251	24.0	255	49.8	506	49.8
					NI = 34	
	407	38.9	604	57.8	N = 1045	

Chi-square 37.8 - 1 degree of freedom
Probability less than 0.001

Repeating Grade Nine, (independent variable #4), appears to place the odds at one in ten that the student will graduate, and should he overcome these odds, his chances for a matriculation rather than a general certificate are about one in four. This is somewhat better than chances of two in one hundred for a grade seven repeater projected in Allison's study.[3]

TABLE 4

GRADUATION OR NON-GRADUATION DEPENDENT
ON REPEATING THE NINTH GRADE
(per cents by total group)

	Received Diploma N	%	No Diploma N	%	Total	
Repeating	9	0.9	96	9.2	102	10.1
Not Repeating	398	38.2	506	48.5	904	86.7
					NI = 39	
	407	39.1	602	57.7	N = 1043	

Chi-square 37.3 - 1 degree of freedom
probability less than 0.001

Attendance, (independent variable #5), during the ninth grade is scaled directly in relation to subsequent scholastic success with the best attendance record tied to matriculation, down through general certification, continuing high school program, and at the bottom, dropout.

TABLE 5

GRADUATION OR NON-GRADUATION DEPENDENT
ON ATTENDANCE IN THE NINTH GRADE
(per cents by total group)

Days Attended	Received Diploma N	%	No Diploma N	%	Total	
Less than 180 days	124	11.9	256	24.6	380	36.5
181 - 190 days	240	23.0	246	23.6	486	46.6
191 - 200 days	36	3.5	27	2.6	63	6.1
					NI = 120	
	400	38.4	529	50.8	N = 1042	

Chi-square 27.2 - 2 degrees of freedom
probability less than 0.001

A comparison between subjective teacher evaluations and objective testing resulted in the conclusion that all measurement tools examined were unreliable to a considerable degree. The four evaluations made at the grade nine level forecast subsequent scholastic success or failure, as a trend or liklihood, but none at the extreme limits of highest or lowest assessment was predictive for significant numbers of students within those categories. (See Tables 6-9). For the weaker of the two objective ratings, the SCAT Percentile Rating, (independent variable #6), twenty-seven per cent of those who scored in the top percentile failed to graduate, one-third of the second highest, and over one-half of the third highest percentile. The Ninth Grade Departmental Examination Scores, (independent variable #9), were somewhat more predictive. Only thirteen percent of those in stanine nine, (the highest), failed to graduate, twenty per cent of stanine eight, and one-quarter of stanine seven. In both SCAT and Examination Score evaluations as many as twenty-nine percent of those rated in one of the bottom three categories did graduate within the regular three year high school program. Of these, very few received matriculation standing indicating that these evaluations are sensitive predictors of matriculation but not certification graduation. The teacher subjective ratings in grade nine for Health, Personal Development and Social Adjustment, (independent variable #7), and Achievement Ratings, (independent variable #8), are not constructed to provide the many degrees of evaluations which are part of objective ranking. Personal Development is judged on a three division scale, and Achievement on

four. Comparison between objective and subjective evaluations is therefore difficult. However despite this mechanical problem there are interesting similarities. At the top end, the Teacher's Achievement Ratings almost duplicate the Grade Nine Examination Score Ratings. An Honors rating by the teacher and a Ninth Stanine Examination Placement coincide by one-tenth of a per cent as a predictor of high school graduation, at 86.7 and 86.6 per cent respectively. Similarly, of those whom the teachers rate as "very satisfactory" in their Health, Personal Development and Adjustment, 70.9 per cent graduate while for the top two percentiles of the SCAT evaluations which approximates the same percentage of the total sample, (15.1 and 18.7 per cent respectively), graduates average 68.9 per cent or just two per cent less. Teacher subjective evaluations are more charitable at the lower extremes, placing only 9.6 per cent of pupils in categories labelled less than "pass" in Achievement Rating, and only 3.9 per cent as "unsatisfactory" in Personal Development Rating. However here as in the objective ratings, although such students subsequently performed less satisfactorily as a group, there were sizable numbers, twenty-two per cent of the lowest in the Achievement Scale and seventeen per cent of those lowest in the Developmental Scale, who subsequently graduated.

TABLE 6

GRADUATION OR NON-GRADUATION DEPENDENT
ON NINTH GRADE SCAT SCORE
(per cents by total group)

	Received Diploma N	%	No Diploma N	%	Total
Low 1 - 4	98	10.1	288	29.8	386
Med 5 - 7	129	13.3	163	16.8	292
High 8 - 10	175	18.1	114	11.8	289
					NI = 22
	402	41.5	565	58.3	N = 969

Chi-square 84.8 - 2 degrees of freedom
Probability less than 0.001

TABLE 7

GRADUATION OR NON-GRADUATION DEPENDENT
ON TEACHER EVALUATION OF HEALTH & PERSONAL DEVELOPMENT

	Received Diploma N	%	No Diploma N	%		Total
Very satis.	112	10.7	46	4.4	158	15.1
Satis.	282	27.0	444	42.5	726	69.5
Unsatis.	7	.0	34	3.3	41	3.2
						NI = 119
	401	37.7	524	50.2		N = 1044

Chi-square 67.8 - 2 degrees of freedom
probability less than 0.001

TABLE 8

GRADUATION OR NON-GRADUATION DEPENDENT
ON TEACHER EVALUATION OF ACHIEVEMENT
(per cents by total group)

	Received Diploma N	%	No Diploma N	%	Total	
Honors 1	72	6.9	11	1.1	83	8.0
Pass 2	317	30.4	427	40.9	744	71.3
Fair 3	6	0.6	43	4.1	49	4.7
Fair 4	6	0.6	45	4.3	51	4.9
					NI = 117	
	401	38.4	526	50.4	N - 1044	

Chi-square 102.6 - 3 degrees of freedom
probability less than 0.001

TABLE 9

GRADUATION OR NON-GRADUATION DEPENDENT
ON STANINE PLACEMENT FOR NINTH GRADE DEPARTMENTAL EXAMS
(per cents by total group)

	Received Diploma N	%	No Diploma N	%	Total	
Low 1 - 3	36	3.5	175	16.8	211	20.3
Med 4 - 6	216	20.7	318	30.5	534	51.2
High 7 - 9	150	14.4	38	3.7	188	18.1
	402	38.6	531	51.0	NI = 112	
					N = 1045	

Chi-square 112.9 - 2 degrees of freedom
probability less than 0.001

The Total High School Credits Obtained, (independent variable 10, Table 10), is a direct means of comparison between many of the dependent variables and is in itself the visible end result of school-pupil interaction. He who succeeds in high school acquires the required number of credits, either within a three year or extended program; he who does not, by our definition, is a dropout. A small number of students (38 or 3.6 per cent), did amass one hundred credits but through programming of insufficient "compulsory" courses did not receive a school-leaving certificate. A total of one hundred and seventy-six students or 16.8 per cent of the total sample were continuing high school programs either on a full or part-time basis, thirty-three at a post high-school graduation level in upgrading general certificates to matriculation standard, or taking additional vocational or business courses.

TABLE 10

GRADUATION OR NON-GRADUATION DEPENDENT ON TOTAL HIGH SCHOOL CREDITS OBTAINED
(per cents by total group)

	Received Diploma		No Diploma		Total	
	N	%	N	%		
No Credits or No Information			158	15.3	162	18.7
1 - 29 Credits			36	3.5	37	3.6
30 - 69 "			159	15.4	154	15.8
70 - 89 "			110	10.6	111	10.7
90 - 99 "			100	9.7	101	9.8
100 or more	400	38.6	601	58.1		100.0

NI = 34
N = 1035

Chi-square 327.6 - 5 degrees of freedom
probability less than 0.001

The choice of Tenth Grade Program, (independent variable #11) although in itself a result of other factors, including indicated ability, student and parent desires, and administration screening or counselling, appears to present definite success-failure patterns which may affect the graduation chances of students enrolled in particular course patterns. The matriculation program attracted the largest tenth grade registration percentage of students, (41.6), and graduated 62.7 per cent of these within the three years normally suggested for the program. While only 43.7 per cent of these received matriculation standing, a majority, 56.3 per cent obtained a general standing. Business Program came next, graduating 41.7 per cent of their fifteen per cent of total enrollment, followed by General Programs with a 29.9 per cent graduation of their 15.9 per cent enrolment. Last are Vocational Programs which for 5.9 per cent of the enrolled sample graduated 26.6 per cent. It should be pointed out that the Vocational Program, in the school term of 1964-65 was relatively new. Its resources, both human and physical, were sketchy, and its students selected almost exclusively on the basis of likelihood of failure in any other program. Advocates of Vocational Training interpret graduation totals as overall net gains in total school graduation, as a majority of Vocational students, they point out, would not be enrolled in any other high school program and hence would have already dropped out. This applies particularly to Metis and Indian students who, it is suggested, may benefit from recently instituted vocational programs. Under a program of school extension to "low achievers" it can be expected that dropout rates would be high.

TABLE 11

GRADUATION OR NON-GRADUATION DEPENDENT ON PROGRAM ENROLMENT IN TENTH GRADE
(per cents by total group)

	Received Diploma N	%	No Diploma N	%		Total
General	49	4.7	115	11.0	164	15.7
Matriculation	272	26.1	162	15.5	434	41.6
Vocational	14	1.3	48	4.6	62	5.9
Business	65	6.2	91	8.7	156	14.9
					NI = 228	
	400	38.4	416	39.8	N = 1044	

Chi-square 74.9 - 3 degrees of freedom
probability less than 0.001

Father's Occupational Rating (independent variable #12), was not available for the entire sample from Department of Education files, but only from those who answered the questionnaire. This will be discussed later with other variables from that source and within limitations common to the entire group.

School Leaving, (dependent variable #1), and Graduation Versus Non-Graduation, (dependent variable #2), involve the sum of those who graduated by the time of the study, (Spring, 1968), plus an estimate of those who may graduate. Increasing numbers of students, teen-age and young adults, are staying in or returning to school, night school, or using services of the Correspondence Branch of the Department of Education. Based on this trend and to avoid the possibility of a negative bias, this study assumes that all of the students who are

enrolled in a continuing education program and who have seventy or more of the total one hundred credits required for high school certification, will in due course, graduate. Based on this assumption Chart 2, Chapter V, shows the addition of one hundred and twenty-one possible graduates to the four hundred and seven already graduated.

One other group is a possible source of graduating students. Appendix A, "No Information Category" discusses a probable pattern of distribution for students who "disappear" from Department of Education records. The conclusion reached was that a margin of two percent or twenty-two additional graduates from the entire sample be allowed.

Tables 20 (a) and 20 (b) (Appendix A), show the extent and the location within grades nine to twelve of the school system of Alberta dropout. The largest percentage, (33.3), appears at below the achievement of a grade nine education. This seems to coincide with reaching legal school-leaving age for many students. The smallest number of dropouts during the high school program appears to be during grade ten. A majority of those who enroll in high school evidently continue in their program through the first year. Dropout at below grade eleven and below grade twelve is only slightly less at each level than for the less-than-grade-nine group. In total this study indicates that approximately one-half of Alberta students who registered in grade nine in the fall of 1963 will fail to complete high school. (See Chart 2, beginning of this chapter).

[1] See this Chapter - Dependent Variables 1 and 2, Also Appendix A - Tables 20a, 20b, and "No Information Category."

[2] Oswald Hall and Bruce McFarlane, "The Girls' and the Boys' World", Canadian Society - Sociological Perspectives, Blishen, and others, editors (Toronto: MacMillan and Company, 1965).

[3] See this thesis, Chapter II, "Alberta Research".

CHAPTER VI

ANALYSIS OF DATA - QUESTIONNAIRE

Sixty-six per cent, (611 of 743), of the questionnaires (see Appendix B), were completed and returned. If the total sample,(N equals 1049), is used as a base, including one hundred and six subjects for whom no addresses were obtainable and hence no questionnaires mailed, the rate of return was fifty-seven point five per cent. Table 21, Appendix B, which shows the breakdown of response as a dependent variable based on six of the independent variables employed in the examination of the Sample, is now summarized.

Despite an overall comparatively high response to the questionnaire a limiting factor emerged in the examination of the returnee segment. In each variable listed the rate of return was very heavily biased in favour of the high-achievers from the school program. This was expected but not to the degree realized. The range of completion and return was as high as sixty-five to eighty per cent for those in Matriculation programs, with ninety or more high school credits, who stood in the top four stanine groups on Grade Nine exams, or were rated by their Grade Nine teachers as either Honors in Achievement or Very Satisfactory in Personal Development. At the other extreme, response from those not so successful seldom reached fifty per cent. Any conclusions which are reached as a result of examination of questionnaire response must be considered in the light of this bias.

In the previous examination of the Sample, (N equals 1049), no information could be found for one hundred and eighty-seven students, or nearly seventeen percent of the total.[1] Moving to the Questionnaire a further segment, again at the bottom, is under-represented in the statistics of the study. These "no information" segments undoubtedly contain the "hard-core" of school dropout, a core for which this study can only make suppositions. However, despite this limitation, because of the high percentage of returns in other areas, the replies received do constitute a valid base for conclusions applicable to at least half of the sample. In addition there appear to be trends in observed differences between dropouts and graduates and within dropout segments for the various levels which were reported. It is possible to project these trends for unreported segments of the sample.

In the Dropout Study conducted as a part of the American Project Talent[2] a case study follow-up on subjects who had not returned the questionnaire found no significant differences in scholastic accomplishment or personality adjustment during high school for those completing the questionnaire and those who did not. This current Alberta study, as shown in Table 21, Appendix B, found in its comparison of respondents' high school records, indications that the subject who had not returned the questionnaire was consistently and significantly lower for nearly all variables examined than the student who returned the questionnaire.

1. Questionnaire Response - Those Employed Fulltime, (N equals 227)

Dependent Variable 3, Income Earned, and 4, Weeks Employed, (Appendix B, Tables 12 and 13) were examined for the two hundred and twenty-seven Full-Time-Employed respondents to the questionnaire. One fact must be kept in mind in interpreting these data. The questionnaire was mailed in February of 1968. Students who completed high school would have graduated, at the earliest, in June of 1967, less than eight months before receiving the questionnaire. They would, had employment been waiting for them immediately after graduation, have been able to work less than 40 weeks and would likely have been at or near the starting employment scale. The Students who had dropped out of school one or more years previously, and who had obtained employment at that time, thus show to advantage in a comparison using the variables of gross salary or time employed. It is suggested in many studies that this advantage is short lived and that the graduate soon catches up and his life-time earnings far exceed those of the dropout. However, in Project Talent [3] the salaries of High School Dropouts were compared to those of a control group of Graduates who had not taken post graduate training of any sort but had entered the labour market. Four years after high school the graduates had yet to catch up to the dropouts:

> Not only were they (the dropouts) earning more but they had been doing so for a longer period of time. [4]

The methodology employed in the comparison made by Project Talent should be examined. Sample and Control Groups were kept constant for intelligence and social class, the only variable being school graduation.

On this basis the study indicated that high school education without further training had no influence on occupational success, in fact it was a detriment. The intelligent student with a better than average family class background did well, whether or not he was a graduate, and less intelligent students from less advantaged homes did not do as well. However, interesting as the statistical comparison is and though operationally sound within the confines of a controlled experiment, Project Talent sets up an artificial situation. A population or work force seldom consists of matched pairs of individuals, or even matched groups. In fact after all possible matching is completed large numbers are frequently left over, usually at the extremes of whatever variable is being examined. This is a crucial omission in an examination of almost any phenomenon which is classified as a "social problem" because it is in the extremes, more likely the lower extremes, that the basis or the solution (if any) for the problem lies. It is therefore suggested that the methodology used in the study on which this thesis is based, the longitudinal examination of a sample representative of all students within a specified cross section of a society, more closely approaches a "real-life" situation. It is unfortunate that employment was examined at such a short time after graduation for many of the sample, but even with this limitation, there appear to be several indications leading to conclusions different to those reached by Project Talent.

Table 12a, Appendix B, Income Dependent on Graduation versus Dropout, shows a trend indicative of advantage to the graduate. Although the dropout, who has had a head start of several months in his

job seeking and job performance, is heavily represented in the highest income group, the graduate shows a one-third advantage for the medium income group, and is noticeably under-represented in the lowest group. And again, despite the dropout's time advantage in getting employment, total figures for employment are very close, (52.2% of those who had dropped out and 47.8% of those graduating).

Similarly in section "e" of the same table, although in the high income category students with fewer earned high school credits, presumably early dropouts, slightly exceed those with one hundred or more credits, presumably graduates, there are more graduates shown as employed than for the two less qualified categories combined. As suggested in the introduction to the examination of the questionnaire, although these returns are heavily biased in favour of the high-achiever in school, the trends when projected, seem to indicate a positive relationship between the acquisition of a high school education and income.

In Table 12, Section "f", Sex, and "d" Course Pattern, the often reported female tendency to accept early and low paying employment is indicated. Section "d" shows a heavy concentration of Business Pattern students, who are predominantly female, employed at the lowest salary level. An examination of questionnaire responses for this group showed many reporting full time employment at rates well below minimum wage standards. There may have been some reporting of net take-home pay rather than gross salary and in a few cases the salary was so low it appeared that regular part-time employment must have been confused with

full-time employment. However this should have occurred to a similar degree in the responses of students from other programs, but did not.

A notable lack of relationship between socio-economic factors and subsequent income is shown in Sections "h" and "i" of Table 12. The two independent variables employed were Father's School Achievement, and Father's Occupational Rating. For the latter, Blishen's Scale for Social Class [5] was employed. This index is based on years of training plus average income for each employment category. It had been hoped to use Gross Family Income to substantiate the Blishen Scale but this information, it has been suggested, should not be requested in current Alberta studies. The Blishen scale has a major drawback for use in Alberta. In contrast to minute differences between industrial jobs built into the index, all farmers are grouped as Scale 5, which is relatively low. This reflects little education requirements and an averaging of nation-wide farm income which is depressed by regional discrepancies. In Alberta, as the gross number of farmers has decreased and larger land areas are managed by individuals, involving specialization and mechanization, today's "average" farmer appears to be approaching a category close to that of a self-employed operator of a business or industry. This would place farmers at least one to two steps higher on the Blishen scale. This skewing of the farming category by the Blishen scale, plus the heavy farm or rural response to the questionnaire, was so apparent that in later attempts to show relationships based on "Father's Occupation" use of all of Blishen's seven categories was dropped, and an attempt to compare variables using the extremes only was made. There was still almost no

discernable effect on any dependent variable as a result of the respondent's of his family's occupational rating. It seemed improbable that Alberta should be unique in that the tables constructed showed little or socio-economic determinates involved in education or job attainment, while in a large number of other studies over many years this was a major factor. It was eventually decided that rather than the discovery of a classless society our sample had been reduced to the point of eliminating a majority of "lower-class" respondents. And in addition to this initial elimination, the responses of those who remained had then been further skewed by the high-achiever bias of those who returned the questionnaire. Differences in Income based on Father's School Achievement, Table 12, "h", were similarly unproductive, presumably for the same reasons.

In Table 13, Appendix B, Number of Weeks Employed, the highest category of 40 or more weeks of employment is limited to dropouts. Graduates from high school in the spring of 1967 would not have been able to work 40 weeks before the survey was conducted in the early spring of 1968. A comparison between dropouts and graduates must be limited to the two lower categories. In these, the graduate or the student with a greater number of high school credits shows a considerable advantage.

Dependent Variables Eleven to Fifteen, covering Employment Assessment are within the category being examined here, "Those Employed Full-Time". However as the nature of these dependent variables is subjective, they will be discussed along with other variables of

similar type, at the end of the following section "Questionnaire Response- All Respondents."

2. Questionnaire Response - All Respondents, (N equals 611)

Dependent Variables Five through Fifteen are a complete change from those employed previously, whether these were dependent or independent. Those already used were all quantitively measureable within fairly close tolerances. However for the respondents' evaluation of "Community Needs", the "Best Life", "Life as it Is", and "Job Assessment", a completely subjective dimension is introduced. How members of a group feel or think about or within a situation is sometimes more meaningful than external evaluations made by the most competent observers. The use of these subjective dependent variables, it was hoped, would add this dimension to the study.

Dependent Variable #5, Things Needed in the Community, (Questionnaire, Appendix B), was presented as a completely open-ended question. The answers, shown in Table 14, Appendix B, were coded into ten areas of services and facilities and then grouped into four categories: Teen Recreational and Entertainment Facilities; Job Assistance, (Finding and Getting); Vocational Training or Government Help through Bursaries, etc.; and lastly, Nothing New or Additional Needed in the Community. There were requests for Sex Education but these totalled less than half a per cent of all replies.

Table 14, (Appendix B), reports a considerable number of respondents

who feel satisfied with their communities, as they are, or have no specific suggestions for improvement. This was an almost uniform twenty-six per cent of all answers regardless of variable employed: Geographic Area of Schooling, Total High School Credits Earned, Sex, or Graduation versus Dropout. And although the question asked for multiple suggestions a majority of respondents gave only one answer or answers which fitted into only one category. Within the different variables there were some fluctuations. For those suggesting change in their communities, respondents with one hundred or more high school credits were more heavily represented and more explicit in their answers. Such students, graduates or higher achievers, were more concerned with Job Assistance than non-graduates or low-achievers. However requests for help through government aid, bursaries, or additional training of any type, including vocational, were almost completely lacking. No more than two per cent of all respondents requested such aid. It might seem that the need or want for employment is equated with immediate acquisition rather than any additional investment by either respondent or community for further training.

The largest number of responses called for additional Teen Entertainment or Recreational Facilities, more than forty per cent of all first choice answers for all variables. The only significant differences within the variables examined was between urban and rural respondents. Here twice as many who received their schooling in a designated rural school area felt a lack of teen-oriented facilities. (See Table 14, "a", Appendix B).

Dependent Variable #6, The Respondent's Definition of what for him constitutes the "Best Life" is summarized in Table 15, Appendix B. Grouping of the replies for first choice responses indicated "Job Satisfaction" as the prime requisite. Those identifying a "Good" job, (15.1%), were closely followed by "Nice" job (10.8%). As it seems likely that the two terms are interchangeable or at least complementary, a category of "Job Satisfaction" for about twenty-five per cent of all respondents seems reasonable. Next appears to be a combination of responses labelled as "Self Realization." This included "Self Realization", "Responsibility", "Independence", and "Helping Others." This represented another twenty-five per cent of the sample. Following in order then came a "Good Education", fifteen per cent, "Happiness, Friends, and Popularity", thirteen per cent, "Money and Security", eleven per cent and a "Nice Home or Nice Family", ten per cent.

Although there were indicated tendencies in the choice of the "Best Life" which differed for the dropout opposed to the graduate, these were not large. However for Sex and Ninth Grade Exam Stanine the differences were significant. Girls showed a much stronger value placement for education than the boys, whose concern centered on money and "the job". This seems to indicate little change in the "traditional" roles of the sexes. Success at the Grade Nine Departmental Exam level was indicative of a higher evaluation for education while those with less scholastic success were more "job orientated".

Dependent Variables Seven through Ten, "Life As Is", extend the

respondent's subjective evaluation of the "Best Life" from Variable #6 to an examination of himself covering his "Present Success", "Past Success", (two years previous), his "Level of Aspiration", (two years hence), and finally his perceived "Level of Opportunity", (a realistic appraisal for two years hence). These are summarized in Appendix B, Table 16. The overall trend indicated for the respondents as a group was satisfaction with their "life right now". On the scale of "one" as "worst life" and "nine" as "best life" a rating of "seven" received the heaviest weight, thirty per cent, followed by "six" with twenty-one per cent, and "five", fourteen per cent. "Life two years ago" in retrospect appeared less attractive. Ratings in order of the largest frequencies were "five", twenty-one per cent, "six", eighteen per cent, "seven", seventeen per cent, and included a minority of two per cent listing a low of "one". Moving to the future, the respondents appeared to be both optimistic and realistic. Aspiration based on "Where you hope to be in two years", received a "nine" rating by forty-nine per cent of the respondents, followed by "eight" with thirty-four per cent. Level of Opportunity, or "Where you probably will be in two years", appeared tinged with caution but nevertheless still very hopeful. "Eight" received thirty-seven per cent weight, "seven", twenty-six per cent, and "nine", eighteen per cent.

The examination of individual questionnaire responses showed that respondents set their own standards of success or failure. Many at relatively low educational or employment levels judged their life as very satisfactory both for the immediate period and for the future.

In addition, regardless of the variable employed, there was a decided opinion expressed that "life" had improved considerably over the previous two years. It would seem that approaching adulthood, whether for those in continuing education in high school or post high school, or for those employed, is a more "satisfactory" period of life than that of the mid-teens.

Variables which did show fluctuation were: Sex, males feeling somewhat less successful or optimistic than females; Ninth Grade Exam Stanine, those who had scored lower, less optimistic; Age, older respondents not quite as highly placed in their self appraisal, and Father's Employment Rating, respondents whose fathers' occupations rated in the bottom categories on the Blishen scale, judged themselves less successful than those whose parents rated higher. Again it should be emphasized that these differences were small but, because of the highly optimistic average of the entire group, it may be suggested that such differences are more significant than a quick appraisal might indicate. It might also indicate that the timing of this study, just after either high school graduation or commencement of permanent employment, caught respondents at one of the most optimistic periods in their lives. This optimism showed some signs of weakening in the above four instances.

Dependent Variables Eleven through Fifteen, although properly belonging to the previous section which dealt with the sub-group of "Employed, Full-Time" are discussed here because of their similar nature to the variables just covered. Employment Assessment by those Employed

Full Time, (Dependent Variable #11) and the related Variables, (12 through 15), Promotion Chances, Chances of Changing to a Better Job, Chances of Being Fired, and Degree of Desire for a Better Job, are summarized in Appendix B, Table 17. The same degree of optimism as encountered in Variables Seven to Ten was evidenced for the total group (N equals 200). There were however differences within variables. By Sex, females were more heavily represented than males at the upper end of the scale, (categories 4 & 5) for "high and moderate satisfaction" and under-represented at the other extreme, (categories 1 & 2) "little or no satisfaction." Based on Placement by Stanine in Grade Nine Exam Results, those in the bottom three stanines averaged thirty-six per cent "highly satisfied", (category #5), and thirty-two per cent "moderately satisfied", (category #4). For those placing in stanines four to six, twenty-seven per cent averaged "highly satisfied", with the largest group, forty per cent being "moderately satisfied." Those in stanines seven to nine were noticeably less represented among those "highly satisfied", nineteen per cent, but slighly more, twenty-eight per cent were "moderately satisfied." Looking at the sample from the standpoint of High School Program, those who had been enrolled in the General, Vocational, or Business Programs were evenly represented by seventy-two per cent of each group either "highly or moderately satisfied." Ex-matriculation students, (high school graduates and dropouts), were somewhat less satisfied, sixty-five per cent indicating "highly or moderately satisfied." At the other end of the scale the matriculation group was over-represented in the bottom two categories by 12.3 per

cent, compared to those from the General Program, 2.3 per cent, Vocational, 9.1 per cent, and Business, 6 per cent.

The one variable which showed little or no fluctuation between its components was Graduates versus Non Graduates. One and two tenths per cent was the largest difference between Dropouts and Graduates indicated for any one of the five categories. In addition the sample itself was very closely divided between dropouts and graduates, 51.8 per cent and 48.2 per cent. In profile, those most satisfied were either graduates or non-graduates, females, from the middle stanines of grade nine exams, and had been enrolled in programs other than Matriculation.

Chances for Promotion, Getting a Better Job, Being Fired, and Desire for a Better Job, all followed very similar patterns to Job Satisfaction. Table 17, Appendix B, includes a summary of responses for all five variables.

3. Questionnaire Response - No Work and No School,
(N equals sixty-eight)

Table 18, Appendix B, examines the responses from the section of the study which indicates the least successful adaptation to post-school life. Generalization is however difficult because of the small size of the sample. It might be suggested that Table 18 is likely representative of a considerable number of the sample who either "disappeared" or did not return the questionnaire, but there is no proof that this is the case. Graduates were outnumbered by Non-Graduates nearly three to one, Males by Females, six to four, and within the Graduate group there

were twice as many males as females. In answer to Last Grade Completed, thirty-six per cent indicated grades nine or ten and sixty-four per cent grades eleven or twelve. However in re-checking Deck #1 cards of students records it was found many had equated attendance or registration in grades eleven or twelve with "completion", thus inflating these percentages. Ninth Grade Stanine was a reliable index of non-continuance in school or unemployment, as nearly sixty per cent had placed in the lowest stanines, one to four, twenty-three per cent in stanine five, and only seventeen per cent in the higher stanines, six to nine.

The breakdown by sex under Reason Unemployed offers interesting contrasts. For the first reason given, fifty per cent of the males indicated they didn't want employment and a further twenty-five per cent claimed "Discrimination and Prejudice Against Me." For females, thirty per cent didn't want to work, very few, (5.1%), indicated Discrimination, but nearly fifty per cent didn't "want jobs I can find." Under second reason given, males indicated overwhelmingly, (60%), "lack of education", with the balance of forty per cent claiming "discrimination." Females for the second reason, also weighed "lack of education" heaviest, (33.3%), followed by "Married Woman (don't have to work)", twenty per cent, and "Lack of Proper Training" and "Don't want jobs I can find", both at thirteen per cent.

The male replies under Reason Unemployed appear the more disturbing as both answers given as first choice indicate resistance to the possibility of future employment. For "second reason given", when "lack of

education" was listed as the major factor, the only other reason given, by all respondents, for their unemployment was that they were being discriminated against. It might be questioned whether this indicated feeling of resentment was based on fact or was a rationalization covering other reasons, some of which perhaps involved realization of personal inadequacies. This question can only be answered through a case study approach and with larger numbers than those represented here.

In summary, the analysis of responses through nearly all variables, despite the "high-achiever" bias, appears to indicate strongly for those returning the Questionnaire, and by implication for those who did not, that the acquisition or non-acquisition of a high school certificate is significant to the student's transition into the adult role. This appeared evident whether the relationship examined was either obtaining employment or the formation of attitudes. Perhaps the most interesting, and an unlooked-for aspect of Questionnaire analysis, was the identification of an individual basis for assessment or perception of "life goals" by a majority of respondents.

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[1] See Appendix A, "No Information Category."

[2] See this thesis, Chapter II, "Research - Outside Canada."

[3] Ibid.

[4] Janet Combs and Wm. W. Cooley, "Dropouts - in High School and After School", American Education Research Journal, Volume 5, #3, May, 1968, p. 362.

[5] Bernard R. Blishen, "Occupational Class Scale", Canadian Society, Sociological Perspectives, edited, Bernard R. Blishen, et al. (Toronto, The Macmillan Company, 1961), pp. 481 - 485.

CHAPTER VII

IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

The first implication of this study concerns the number of Alberta youth who are entering adult life with less than a high school education. Of the sample examined it appears that almost half of those who registered in Grade Nine in the fall of 1963 will not receive a high school certificate. And of these, forty per cent will not complete Grade Ten, leaving school with little or no vocational preparation and a very limited background in most other areas. Generalizing from the sample to the corresponding total registration for the Alberta Grade Nine class in 1963, produces a gross dropout estimate of twelve thousand five hundred students, of whom five thousand will have left before completing Grade Ten. Projecting these rates for a five year period, (holding population and school enrolment constant), indicates a probable addition to Alberta adult society of sixty-two thousand, five hundred citizens with less than a high school education, of whom twenty-five thousand will have not completed the first year of high school.

It is not the purpose of this paper to suggest that this is, in itself, a serious problem for the Province of Alberta. However this paper does suggest that the indicated physical dimension of the dropout segment is sufficiently large that the probability, or possibility, that it is, or that it could become, a major problem and a major deterrant to the development of the industrial, business, and human resources of the province, should be investigated by other agents or

agencies.

A second implication is that the disproportionate number of male dropouts to female also requires investigation. This study indicates that despite almost equal initial representation in the sample and in the return of the questionnaires, the condition of "maleness" is directly associated with dropout, especially early dropout, with the need for additional months of instruction within the high school if certification is to be achieved. Despite current trends for greater female participation in the labour market, a major part of this participation continues to be, as indicated by the initial employment records of this study, at the lower end of the business or distributive sectors of the economy. In addition, as suggested by Hall and McFarlane,[1] the professions in Canadian society still do not attract anything near a proportionate number of the highest qualified female high school graduates or do so on a short term basis for the "trousseau" teacher or nurse. Employment for the "average" female appears to be something complementary to her role as wife or mother, to augment family income, and is frequently engaged in on a part-time basis. The male, it seems, continues to be the major economic productive unit in almost all industry, business, and especially the professions. It would seem logical that every attempt possible should be made to increase the quantity of male graduates from Alberta high schools.

A third implication arises from the comparison of subjective and objective evaluations of student abilities. This study indicates that at the grade nine level, regardless of which method was employed, the degree

of accuracy in forecasting future scholastic progress and graduation or non-graduation was somewhat poor. If, as indicated, (See Tables 6 - 9), evaluation of students at the extremes, that is those who were judged either the highest or the lowest by the measuring device employed, was not predictive of subsequent accomplishment for from twelve to as many as thirty per cent of these groups, how much reliability should be attributed to evaluations of those in the middle ranges? It seems unlikely even with the reduced emphasis in the high school on formal examinations that the student will ever be, or perhaps ever should be, free of evaluation of some type. However, it appears evaluation is an imperfect tool, a convenience, and not an infallible judgement. The authors of most intelligence and ability tests either preface or footnote their materials with words of caution to those who are to employ their measuring devices. It is suspected that such words are often ignored and the student becomes the victim of the teacher's or the school administration's subjective evaluation of the "Cumulative Record" card. Cicourel and Kitsuse in The Educational Decision Makers[2] are concerned that the school frequently acts as an "agent of closure" through a too enthusiastic exercise of its "mission" of screening. Their concern might apply in Alberta.

A fourth implication arises from the examination of Chart 2, (Chapter V), and concerns the number of years required to complete high school. If all estimated twenty-two out-of-province graduates, (see Appendix A, "No Information Category"), are added to those who have completed their Alberta high school program in three years this still

accounts for only forty per cent of the sample. Thus the remaining sixty per cent either have dropped out or require more than three years to finish high school. The wider use of the four year program, or a three-four-five year achievement pattern similar to the five-six-seven year pattern employed in many elementary schools, might prove of benefit. This might also offer escape from the pressure which many school graduates report as a major advantage of getting out of school and into permanent employment. If the graduate has felt this pressure, perhaps the dropout succumbed to it.

Certainly the many references throughout the study to the lack of information or even knowledge of the whereabouts of dropouts from what appeared to be the lower levels of school achievement and (or) socio-economic strata would suggest further research into this area. It is obvious that this segment of Alberta youth are simply not touched by the survey-questionnaire type of study made. The "low achiever", in school, or out, is not equipped with either the communicative tools or the co-operative desire to participate. He or she might be reached through a case-study approach necessitating the acquisition or training of a very superior type of interviewer. A better approach might be a combination of both direct and indirect methods, interview when possible, backed up by interview or questionnaire return by employers or community workers, plus all available records.

In the last sections of the Questionnaire (Appendix B), respondents were asked "<u>for yourself what constitutes the "best life" or a "life of</u>

failure". Then they were asked to place themselves on a continuum between the two extremes of achievement for their past, present, or future existences. The "best life" was defined by a majority of respondents in terms reflecting all the conservative "goods" which our society holds. This successful acculturation by the school, family, or other agencies was reflected in all variables examined. (In addition the author's experience in teaching students at the lower end of school achievement and socio-economic background suggests little difference at any level.)

This, in itself, may be reassuring and certainly implies no need for change in either school program or school philosophy. However this whole scale of expressed common values took on completely individual dimensions when the continuum was introduced. Here there were no "common" accepted norms of achievement. Many with extremely low school or employment accomplishment looked on their life as "satisfactory", and regarded the future with as much, or even more, optimism than those who would appear, from the norms used by most school instructors or administrators, to have considerably greater cause of self-satisfaction and optimism. It seems that the student who has set a personal goal as a mechanic apprentice or hairdresser and sees the possibility of reaching that goal when many within his or her neighbourhood, family, or peer group operate well below this accomplishment level, is aspiring to or achieving on, a level much higher than the school very often recognizes.

The implication from the continuum responses is for a more individualistic approach to both instruction and evaluation. Whether varied

"trade" preparation is offered through increasingly diversified programs, or whether the school adds new means of presenting, developing, and assessing "common core" programs in the basic knowledge background and communicative areas, there need be no conflict between "vocational" and "general" education. It is however suggested, supported by the findings of this study, that the school is dealing with a tremendously wide variety of individuals, both in capability and personal goal perception. Perhaps one of the reasons for school dropout has been an inability by either school administration or teaching staff to recognize these differences and to compensate for them.

A last implication is based, not just on the current examination of an Alberta sample of dropouts, but also on the background of theory and research covered in the earlier chapters. Research is and will continue to be a basic necessity in the study of society and social problems. However unless this research is followed by the suggestion and implementation of programs of action, the value of such research will be questioned. When told that the government was sending a fact-finding committee to investigate conditions on his reserve an Alberta Indian chief replied, "Please don't bother to send any more investigators who will agree that we have a problem. In the last twenty years we have been 'agreed to death'. We now want deeds."

Dropout study is in a similar situation. There has been much research, and a large number of causes of dropout have been identified, but there have been very few reported programs implementing theories

derived from such research. (Compensatory Education in California[3], which was referred to in Chapter II is one of the few.) As the findings of the study presented in this thesis indicate, a majority of the dimensions of dropout, whether these be in actual numbers or in related dependent or independent variables, are not unique to Alberta. It is therefore suggested that attempted solutions need not be unique either. The best avenue for further research on dropout in Alberta would be the examination of the effects on dropout rates of implemented remedial or preventative programs. The Northland School Division is reported to be contemplating the introduction of pre-school help which "Indian and Metis children may require as a 'special privilege' to combat their disadvantaged backgrounds."[4] After twenty years of research and suggestions by sociologists and others[5] that whole sections of our society do not enter school with a background which allows them to begin learning on anything like equal terms with other children not so handicapped, a research project in Alberta could be the assessment of results from a trial project such as the one being suggested above. A similar program might also be tried and assessed for beginning students who, rather than deficiency caused by racial differences, suffer from deficiencies in their social or economic background.

The inability to read sufficiently well to keep up to classmates has been documented repeatedly as a major cause for dropout. Pilot projects already in existence in Alberta schools in the areas of "Reading Readiness" and "Remedial Reading" could also be examined. A recently introduced program, "Alberta Newstart" will likely be the

focus for much future dropout research.

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[1] See this thesis, Chapter II, Canadian Research, and, Oswald Hall and Bruce McFarlane, Transition from School to Work (Ottawa: the Queen's Printer, 1962.)

[2] Aaron V. Cicourel and John I. Kitsuse, The Educational Decision Makers (New York: The Bobbs-Merrill Company, 1963).

[3] State Department of Education, Compensatory Education in California, 1966 - 67 (Sacramento, 1968), multilithed.

[4] News item in the Edmonton Journal, August 15, 1968.

[5] See particularly:

B.Y. Card, and others, The Metis in Alberta Society, Project A (1960-63), University of Alberta Committee for Social Research (Edmonton: The University of Alberta, 1963).

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A P P E N D I X

APPENDIX A

TABLE 19 - SUMMARY

DROPOUTS, GRADUATES, TYPE OF DIPLOMA & CONTINUING EDUCATION

(Alberta Department of Education Student Files - Date of Compilation - April 1968)

(Row percentages based on N of 1049, column percentages on N at head of each column)

	DIPLOMA RECEIVED			NO DIPLOMA RECEIVED	CONTINUING HIGH SCHOOL EDUCATION		PERCENTAGE OF TOTAL SAMPLE BY ROW
	TOTAL	MATRICULATION	GENERAL CERTIFICATE		YES	NO	
TOTAL SAMPLE	N 407	N 131	N 276	N 642	N 176	N 466	
	38.9%	12.6%	26.3%	61.1%	29.0%	71.0%	
Sex: Male	29.7	36.5	63.5	70.3	21.1	79.9	50.2
Female	48.3	27.9	72.1	51.7	13.1	86.9	49.8

TABLE 19 (continued)

	DIPLOMA RECEIVED			NO DIPLOMA	CONTINUING HIGH SCHOOL EDUCATION		PERCENTAGE OF TOTAL SAMPLE BY ROW
	TOTAL	MATRICULATION	GENERAL CERTIFICATE		YES	NO	
Total Credits:							
No Information or No Credits				29.9%		100.0%	18.5%
1 - 29 Credits				6.0	2.7	97.3	3.6
30 - 69 "				26.5	12.8	86.0	15.8
70 - 89 "				18.3	28.8	71.2	10.7
90 - 99 "				16.6	50.5	49.5	9.7
100 or more Credits	100	100	100	6.3	16.4	82.6	41.7
TENTH GRADE PROGRAM							
None or N/I	2.6			21.3		100.	21.6
General	29.9	5.8	94.2	70.1	25.9	72.9	15.9
Matriculation	62.7	43.7	56.3	37.3	21.4	78.4	41.6
Vocational	26.6	5.3	94.7	27.4	27.4	72.6	5.9
Business	41.7	6.6	93.4	58.3	16.6	82.8	15.0

TABLE 19 (continued)

		DIPLOMA RECEIVED			NO DIPLOMA	CONTINUING HIGH SCHOOL EDUCATION		PERCENTAGE OF TOTAL SAMPLE BY ROW
		TOTAL	MATRICULATION	GENERAL CERTIFICATE		YES	NO	
STANINE:								
Ninth Grade Exams								
Low	1	3.1		100	96.9	3.1	96.9	3.1
	2	6.9		100	93.1	3.4	96.6	2.8
	3	22.0	7.5	92.5	78.0	11.3	88.1	14.5
	4	27.8	5.7	94.3	72.2	19.9	80.1	16.8
	5	41.2	4.8	95.2	58.8	23.3	75.7	18.1
	6	52.6	25.3	74.7	47.4	29.1	70.3	16.4
	7	76.3	52.0	48.0	23.7	21.5	78.5	8.9
	8	80.7	63.8	36.2	19.3	12.3	87.7	5.4
High	9	86.8	85.3	14.7	13.2	7.9	92.1	3.6
ACHIEVEMENT RATING								
Honors		86.7	78.7	21.3	13.3	8.4	91.6	7.9
Pass		46.6	21.5	78.5	54.4	21.9	77.5	71.5
Fair		12.2		100	87.8	8.2	91.8	4.7
Fail		11.8	20.0	80.0	88.2	5.9	94.1	4.9

TABLE 19 (continued)

	TOTAL	DIPLOMA RECEIVED		NO DIPLOMA	CONTINUING HIGH SCHOOL EDUCATION		PERCENTAGE OF TOTAL SAMPLE BY ROW
		MATRICULATION	GENERAL CERTIFICATE		YES	NO	
PERSONAL DEVELOPMENTAL RATING							
Very Satisfactory	70.9	55.8	44.2	29.9	17.1	82.9	15.1
Satisfactory	38.8	22.0	78.0	61.2	20.5	79.5	69.8
Unsatisfactory	17.1	14.3	85.7	82.9	9.8	90.2	3.9
SCHOLASTIC APTITUDE TEST S C A T							
Percentile 0- 9	13.9	7.7	92.3	86.1	10.1	89.9	8.1
10-19	26.2	3.2	96.8	73.8	15.0	85.0	11.0
22-29	29.3		100	70.7	13.3	85.5	8.5
30-39	29.7	2.7	97.3	70.3	10.2	89.8	12.1
40-49	33.0	15.0	85.0	67.0	22.7	76.4	11.3
50-59	50.6	20.5	79.5	49.4	20.5	78.2	8.0
60-69	50.5	24.1	75.9	48.6	26.9	71.3	11.1
70-79	46.3	40.7	59.3	53.7	24.1	75.9	11.1
80-89	65.3	42.0	58.0	33.7	19.4	79.6	10.1
90-99	72.6	79.4	20.6	27.4	17.9	82.1	8.6

TABLE 19 (continued)

	TOTAL	DIPLOMA RECEIVED			NO DIPLOMA	CONTINUING HIGH SCHOOL EDUCATION		PERCENTAGE OF TOTAL SAMPLE BY ROW
		TOTAL	MATRICULATION	GENERAL CERTIFICATE		YES	NO	
ATTENDANCE IN NINTH GRADE								
Very Poor 160 days or less	15.7			100	84.3	11.8	88.2	4.9
Poor - 161 - 170	21.7	18.8		81.3	78.3	22.9	87.1	6.7
Fair - 171 - 180	38.8	24.8		75.2	61.2	17.7	82.3	24.9
Avg. - 181 - 190	49.7	34.7		65.3	50.6	21.3	78.7	46.7
Exc. - 190 or more	57.1	33.3		66.7	42.9	18.8	81.2	6.1
REPEATED GRADE NINE								
Yes	8.6	22.2		77.8	91.4	15.2	84.8	2.1
No	42.4	31.3		68.7	57.5	17.3	82.7	97.9

TABLE 19 (continued)

	DIPLOMA RECEIVED			NO DIPLOMA	CONTINUING HIGH SCHOOL EDUCATION		PERCENTAGE OF TOTAL SAMPLE BY ROW
	TOTAL	MATRICULATION	GENERAL CERTIFICATE		YES	NO	
AGE IN GRADE NINE							
12	85.7	40.0	60.0	14.3	28.6	71.4	0.7
13	55.9	36.5	63.5	44.1	23.6	76.4	15.7
14	48.1	31.9	68.2	51.6	20.3	79.7	53.4
15	21.5	17.1	82.9	78.5	14.8	85.2	17.8
16	9.7	14.3	85.7	90.3	9.7	90.3	6.1
SCHOOL GEOGRAPHIC LOCATION							
Urban	37.4	29.1	70.9	62.6	18.0	82.0	44.6
Rural	44.5	29.7	70.3	55.5	18.2	81.8	55.4

APPENDIX A

TABLE 20 (a)

SCHOOL LEAVING (Total Sample N 1049)

			N	%
I	Graduates			
	(a) General Diploma	276	407	38.9
	Matriculation	131		
II	Possible Graduates			
	(a) Those enrolled in High School Continuing Education Programs			
	1. With 70-89 Credits	32		
	2. " 90-99 "	51		
	3. " 100 plus " but no certificate	38	121	11.5
	(b) 2% of total sample allowed for out-of-province graduates. *		22	2.0
	Total Actual and Possible Graduates		550	52.4

			N	%
III	Dropouts			
	(a) From Alberta High School Programs			
	1. Those with 1-29 Credits	36		
	2. 30-69 "	159		
	3. 70-89 " but not in Cont. Ed.	78	334	31.8
	4. 90-99 Credits but not in Con. Education	49		
	5. 100 or more Credits but not in Con.Educ.	12		
	(b) No information, No High School Credits - 187 less 2% allowance of total N for graduates transferred to other provinces during school program		165	15.8
	Total Dropout Estimate		499	47.6

* See Appendix A, "No Information Category"

APPENDIX A

TABLE 20 (b)

Break-Down of Dropouts	N	Expressed as Per Cent of Drop-Out Total		Expressed as Per Cent of Total Sample	
		%	% Cumulative	%	% Cumulative
1. Less than Grade 9 standing (includes those with no Credits and those with no information on file) * 187 less 2% allowance	165	33.3	33.3	15.8	15.8
2. Less than Grade 10 standing (those earning 1-29 H.S. Credits)	36	7.2	40.5	3.4	19.2
3. Less than Grade 11 standing (those earning 30-69 H.S. Credits)	159	31.7	72.2	15.0	34.2
4. Less than Grade 12 standing (those earning 70-100 H.S. Credits, but not H.S. Certificates and not enrolled in Continuing Education Programs)	139	27.8	100.0	13.4	47.6
	499				

* See Appendix A, "No Information Category"

APPENDIX A - NO INFORMATION CATEGORY

A longitudinal study has a major difficulty in keeping track of members of its sample. This involves those who transfer geographically within the bounds of the study, those who transfer out of the area, in this case the province of Alberta, and those who simply disappear.

In the present study, a nearly five-year examination of a particular group of grade nine students, some accounting must be made for those who disappeared during this period of time. Undoubtedly some left the province but how many? Department of Education records are concerned with those receiving instruction. The student who drops out during the school term, or transfers, is recorded. However the student who moves or transfers to another school district over the vacation period and then fails to register for the start of the fall term, simply disappears from the department's records. It has been suggested that some students, in particular Indian and Metis, who drop out below the legal school leaving age, employ a variation of this method. After a record of continuing discipline problems and poor attendance in the preceding year, such students simply fail to register for the fall term and, with the cooperation of immediate family or relatives, succeed in dropping out.

Transfers into Alberta schools expressed as percentages of provincial enrolment for each grade varied from seven to more than fourteen per cent as reported in a 1963 study.[1] As most of these transfers

were from within Alberta (71.6% or 19,536 students in one year)[2] opportunity for non-reported school leaving is present. This slippage in transfers is also shown in Department of Education Annual Reports. The 1966 report[3] shows a difference of 1,131 between "transferred to another school or class in the province", and "transferred in during the year from within the province." A possible way to maintain an all-inclusive set of records would be to issue every student and parent with Identity Cards, requiring periodic stamping by the "authorities." As this is hardly an acceptable democratic process, it seems inevitable that among our various "freedoms" we will continue to include the freedom of dropping out of school without formal notification to school authorities.

Of the sample studied, (N equals 1049), one hundred and eighty-seven students disappeared during the grade nine term before any records of tests, exams, or other evaluations were made. It should be emphasized that these were, as were the entire sample, students in attendance in grade nine, in the fall of 1963 and not simply students who had indicated intention to register. The asssumption that a majority of these were students dropping out as they reached the legal school-leaving age of fifteen is supported by Department of Education records. These show, for the term 1963-64, eight hundred and thirty-two dropouts from grade nine (30.4% of the 2,732 listed as "Leaving School at the Age of 15 Years").[4] In addition an examination of student files which did contain partial information indicated, in a majority of cases, school histories similar to students with more

complete records who subsequently had dropped out.

However it must be assumed that some students whose Alberta records became inactive could have transferred to other provinces and successfully completed a high school program there. This would include a minority of the grade nine group as well as some students from the high school grades whose files terminated prior to graduation.

Two approaches to an estimation of possible out-of-province graduates were taken. First, the Alberta gross population experiences a change of roughly four per cent immigration offset by a two per cent emigration yearly. Therefore two per cent of the sample, (N equals 1049), may have moved to other provinces. Secondly, four per cent of the Questionnaires, (N equals 611), were returned from out of the province. This indicates emigration at possibly a higher rate for students or the families of student-age children that for the population as a whole.

If the percentage of graduates, approximately 50%, which was indicated for students completing high school in Alberta, (see Chart 1), is applied, the first approach yields one per cent of total sample graduation for out-of-province transfers and the second approach, two per cent. To avoid any possible negative bias, the higher estimate was taken giving an estimate of twenty-two possible graduates, (2% of 1049).

[1]Testing & Research Office, Special Services Branch, Alberta Department of Education, "A Study of Alberta School Pupils who Transferred During the Period from July 1, 1962 to June 30, 1963." (Edmonton, August, 1963), multilithed.

[2]Ibid., Table XVIIIA.

[3]Alberta Department of Education, Annual Report (Edmonton, Alberta Queen's Printer, 1966), p. 201.

[4]Alberta Department of Education, Annual Report (Edmonton, Alberta Queen's Printer, 1964). p. 187.

APPENDIX B

THE QUESTIONNAIRE

INFORMATION SHEET

FORM NUMBER _____ Your current Province or Country (if not in Alberta) _____

FILL IN THIS SECTION ONLY IF YOU ARE WORKING (including part time)

1. I am presently working: Full time _____ Part time _____
2. Name of employer _____
3. Type of work you do _____
4. Approximate monthly income _____
5. Average number of weeks you worked in past year _____

FILL IN THIS SECTION ONLY IF YOU ARE PRESENTLY IN SCHOOL

6. I am attending school: Full time _____ Part time _____
7. Name of School (include Vocational Schools) _____
8. Course of study _____
9. Length of time until graduation _____ years.

FILL IN THIS SECTION IF YOU ARE NEITHER WORKING NOR ATTENDING SCHOOL

10. Check as many of the following reasons as apply to you which explain why you are not working.

a. Can't find a job _____

b. Don't want to _____

c. Married woman (don't) need to) _____

d. Don't want jobs I can find _____

e. Lack of education _____

f. Have to stay home and help out _____

g. Lack of proper training _____

h. Discrimination and prejudice against me _____

i. Too young _____

j. No transportation _____

k. Other reasons (please describe) _____

PLEASE ANSWER ALL OF THE FOLLOWING QUESTIONS
(However, any questions which you feel are purely personal should not be answered)

11. What is the last grade in school which you completed? _____

12. At what school did you complete that last grade? _____

13. What was the last grade in school completed by:

Your father? _____ Your mother? _____

14. Father's occupation _____

15. Mother's occupation _____

16. Are you presently:

Married _____ Single _____ Separated _____

Divorced _____ Remarried _____ Widowed _____

17. I am currently living with:

My family and my parents or spouse's parents _____(if married)

My family _____(if married)

My parents _____ Relatives _____ Friends _____

Alone _____ In Institution or Home _____ Other _____

18. Do you now, or have you in the past, found it necessary to look for jobs?

Yes _____ No _____

IF YES

How did you usually try to locate a job?(Check all that apply)

Talk to friends for help or leads _____

Read the "want-ads" in the newspaper _____

Go to the Canada Manpower Office _____

Just go out and look around _____

Talk to the school counselor _____

Other (Please describe) _____

IF NO

Why not?

People asked me to come to work for them _____

Never wanted to work _____

Never had to work _____

Other (Please describe) _____

19. From Monday through Friday, how many hours per day do you find to do just as you please?

_____ hours

20. What do you do to fill in this spare time?

a. _____

b. _____

c. _____

21. How does this change on weekends?

_____

22. If someone wanted to talk to you on a week night, where would you most likely be found?

_____

23. Have there been times since leaving school when you would really like to have talked to a counselor about some problem?

Yes _____ No _____ Still in school _____

If yes, were you able to find a counselor to talk with?

Yes _____ No _____

24. In your own view, what sort of things do persons your age need which are not being provided in your community? This includes things you may have needed in the past, such as help getting jobs, activities, etc.)

_____

_____

25. Please describe briefly what success means to you. What things would you include in the best life that you can imagine, <u>for</u> yourself?

_____

_____

_____

. . Now describe briefly what failure means to you. What would <u>your life</u> be like if you are a failure?

_____

_____

_____

Considering the "best life" for you as being worth a "9", and the worst life as being worth a "1", please rate yourself below on how your life is related to the best and worst that you can think of. Circle the number that tells where you rate.

	Best Life								Worst Life
a. Your life right now	9	8	7	6	5	4	3	2	1
b. Your life two years ago	9	8	7	6	5	4	3	2	1
c. Where you hope to be in two years	9	8	7	6	5	4	3	2	1
d. Where you probably will be in two years	9	8	7	6	5	4	3	2	1

26. This question should be answered only if you have been out of school for at least one month, and do not plan to return to school in the near future.

Please circle the number below which indicates how you feel about your present job, or if unemployed, how you felt about your last job. A "1" is the lowest rating, a "5" is the highest rating, and a "3" is in-between.

	Very high Very much				Very low Very little
a. How I like my present job	5	4	3	2	1
b. My chances for promotion	5	4	3	2	1
c. My chances of getting a better job	5	4	3	2	1
d. My chances of being fired or laid off	5	4	3	2	1
3. How much I would like to get a better job	5	4	3	2	1

TABLE 21

QUESTIONNAIRE RESPONSE BY 11 INDEPENDENT VARIABLES

(Per cents by Row) (N 1049)

	No Quest. Sent	Quest. Ret'd by Post Office (undeliverable)	Presumed Rec'd but Quest. Not Returned	Quest. Ret'd Completed	Per cent of Total Sample
	N 102	N 44	N 292	N 611	
TOTAL	9.8%	4.2%	28.6%	57.5%	100%
Sex: Male	11.6	4.6	28.1	55.7	50.2
Female	7.9	3.8	29.0	59.3	49.8
Total High School Credits					
No Credits	34.0	3.1	34.5	28.4	18.7
1 - 29 Credits	13.5	5.4	35.1	45.9	3.6
30 - 69 "	12.8	14.3	42.7	40.2	15.8
70 - 89 "	5.4	9.0	30.6	55.0	10.7
90 - 99 "		3.0	23.8	71.3	9.7
100 or more "		3.2	21.5	74.8	41.6

TABLE 21 (continued)

	No Quest. Sent	Quest. Ret'd by Post Office (undeliverable)	Presumed Rec'd but Quest. Not Returned	Quest. Ret'd Completed	Per cent of Total Sample
Tenth Grade Program					
No Information	44.8	2.6	28.9	23.7	21.8
General		4.8	34.9	60.2	15.8
Matriculation		4.8	23.4	71.7	41.5
Vocational		1.6	37.1	61.3	5.9
Business		5.1	33.1	61.8	15.0
Stanine - Ninth Grade Exams					
(Low) 1	N/I	6.2	40.6	53.9	3.1
2			62.1	37.9	2.8
3		4.6	37.1	58.3	14.4
4		3.4	38.1	58.5	16.8
5		4.2	32.8	63.0	18.0
6		6.4	28.5	65.1	16.4
7		6.5	16.1	77.4	8.9
8		1.8	19.3	78.9	5.4
(High) 9		5.3	15.8	78.9	3.6

TABLE 21 (continued)

	No Quest. Sent	Quest. Ret'd by Post Office (undeliverable)	Presumed Rec'd but Quest. Not Returned	Quest. Ret'd Completed	Per cent of Total Sample
Achievement Rating					
Honors		2.4	21.7	75.9	7.9
Pass		4.7	31.0	64.3	71.4
Fair		8.2	42.9	49.0	4.7
Fail		5.9	49.0	45.1	4.9
Developmental Rating					
Very Satisfactory		3.8	20.3	75.9	15.1
Satisfactory		5.1	32.9	62.1	69.7
Unsatisfactory		2.4	56.1	41.5	3.9
Grade Nine Attendance					
Very Poor		9.8	56.9	33.3	4.9
Poor		1.4	42.9	55.7	6.7
Good		3.5	32.3	64.2	24.9
Average		4.7	27.5	67.8	40.7
Excellent		7.8	29.7	62.5	6.1

TABLE 21 (continued)

		No Quest. Sent	Quest. Ret'd by Post Office (undeliverable)	Presumed Rec'd but Quest. Not Returned	Quest.Ret'd Completed	Per cent of Total Sample
Scholastic Aptitude Percentile (S. C. A. T.)	0 - 9	7.6	2.5	32.9	57.0	8.1
	10 - 19	3.7	3.7	35.5	57.0	11.0
	20 - 29	10.8	8.4	34.9	45.8	8.5
	30 - 39	4.2	1.7	35.6	58.5	12.1
	40 - 49	2.7	5.5	39.1	52.7	11.3
	50 - 59	1.3	3.8	26.9	67.9	8.0
	60 - 69	1.9	4.6	25.0	68.5	11.1
	70 - 79	4.6	3.7	26.9	64.8	11.1
	80 - 89	3.1	6.1	25.5	65.3	10.1
	90 - 99	6.0	4.8	21.4	73.8	8.6
Repeating Grade Nine	Yes		4.8	38.1	57.1	10.0
	No	10.8	4.1	27.6	57.4	90.0
Age in Grade Nine	12	4.		42.9	57.1	.7
	13	4.3	5.6	23.0	67.7	15.7
	14	3.3	4.6	31.3	60.8	53.3
	15	6.0	4.8	31.9	57.7	17.8
	16	3.2	4.8	38.7	53.2	6.0
School Geography						
Urban		15.1	4.4	30.2	50.3	44.0
Rural		4.6	4.4	26.8	64.3	56.4

TABLE 12

MONTHLY INCOME DEPENDENT VARIABLE #3
FULL TIME EMPLOYED (N = 227)
(Per cents by total group)

	Low $0-$250	Medium $251-$350	High $351-$999	TOTAL
(a) Geographic School Area				
Rural	4.7	30.9	23.1	58.7
Urban	0.9	19.1	21.3	41.3
	5.6	50.0	44.5	100.0
(b) Age				
16 years	0.4	0.4	0.0	0.9
17 "	8.4	4.8	0.9	14.1
18 "	32.2	13.7	7.9	53.7
19 "	12.4	5.7	4.8	22.9
20 "	2.6	1.8	3.5	7.9
	56.5	26.4	17.2	100.0
(c) Ninth Grade Stanine				
1 - 3	3.9	13.0	11.5	28.4
4 - 6	1.7	28.7	27.5	57.9
7 - 9	0.0	9.6	4.3	13.3
	5.6	50.7	43.3	100.0
(d) High School Course Pattern				
Matriculation	11.7	3.9	5.2	20.6
General	22.8	9.0	4.3	36.1
Vocational	2.6	2.1	1.7	6.4
Business	12.8	8.6	0.4	21.9
No H.S. Program	6.0	2.6	6.5	15.0
	55.9	26.2	18.0	100.0

TABLE 12 (CONTINUED)

	Low $0-$250	Medium $251-$350	High $351-$999	TOTAL
(e) High School Credits				
Low 0-69	2.5	9.9	19.3	31.7
Med 70-99	0.8	9.1	7.1	17.6
High 100 plus	2.2	31.3	17.8	51.3
	5.5	50.3	44.2	100.0
(f) Sex Male	2.6	13.7	30.5	46.8
Female	3.0	36.5	13.7	53.2
	5.6	50.2	54.2	100.0
(g) Graduates versus Non-Graduates				
Graduates	2.2	30.2	15.4	47.8
Non-Graduates	3.5	19.8	28.9	52.2
	5.7	50.0	44.3	100.0
(h) Father's School Achievement				
Grades 1-6	2.0	7.1	2.5	11.7
" 7-8	1.5	14.7	14.2	30.5
" 9-10	0.0	12.7	12.6	25.4
" 11-12	2.0	11.7	13.1	26.9
Some University	0.0	3.5	2.0	5.6
	5.6	49.7	35.5	100.0

TABLE 12 (CONTINUED)

		Low $0-$250	Medium $251-$350	High $351-$999	TOTAL
(i) Father's Occupational Rating (Using Blishen Scale)					
High	1 & 2	0.4	6.9	7.7	15.0
	3 & 4	0.0	6.4	7.8	14.2
	5	3.0	23.2	15.0	41.3
Low	6 & 7	0.4	7.2	6.5	14.1
		5.5	50.2	44.3	100.0

Employed Respondents' Monthly Income (Summary)

	N	%
Less than $100 per month	4	1.70
100 - 200 " "	17	7.23
200 - 300 " "	144	61.32
300 - 400 " "	33	14.04
400 - 500 " "	20	8.51
500 - 600 " "	8	3.40
600 - 700 " "	4	1.70
700 - 800 " "	3	1.70
800 - 900 " "	0	0.
900 - 1,000 " "	2	.85
	335	100.

TABLE 13

NUMBER OF WEEKS EMPLOYED - DEPENDENT VARIABLE #4
(Full Time Employment (N = 233) (Per cents by Total Group)

	Low 0-19 Weeks	Medium 20-39 Weeks	High[1] 40 or More Weeks	
(a) Sex				
Male	12.0	11.1	23.7	46.8
Female	19.3	24.0	9.9	53.2
	31.3	35.1	33.6	100.0
(b) Total High School Credits				
Low 0-69	6.1	3.9	21.8	31.8
Med. 70-99	5.3	7.0	4.8	17.1
High 100 Plus	20.0	24.7	6.9	51.1
	31.4	35.1	33.5	100.0
(c) Graduation				
Diploma Rec'd.	18.5	22.4	6.8	47.7
No Diploma Rec'd.	12.9	12.5	26.9	52.3
	31.4	34.9	33.7	100.0
(d) School Location				
Urban	17.0	19.5	22.2	58.7
Rural	14.4	15.7	11.2	41.3
	31.4	35.2	33.4	100.0

[1] No High School graduates represented because of time limit since graduation in June 1967 to time of study, February, 1968. (30 weeks, approximately)

TABLE 13 (CONTINUED)

	Low	Medium	High	
(e) Ninth Grade Exams Stanine				
Low (1-3)	6.0	8.2	14.2	28.4
Med. (4-6)	18.5	22.3	17.6	58.4
High (7-9)	6.8	5.2	1.2	13.2
	31.3	35.7	33.0	100.0
(f) Age				
15 years old	0.4	0.0	0.0	0.4
16 " "	0.4	0.0	0.4	6.9
17 " "	4.8	5.7	3.5	14.1
18 " "	18.5	23.3	11.8	53.7
19 " "	6.6	4.4	11.9	22.9
20 " "	0.9	1.7	5.3	7.9
	31.8	35.2	33.0	100.0

Respondents' Weeks Employed (Summary)	N	%
10 Weeks	38	16.17
10 - 20 Weeks	37	15.74
20 - 30 Weeks	52	22.14
30 - 40 Weeks	30	12.76
40 - 50 Weeks	31	13.19
50 Weeks	47	20.00
	235	100.00

TABLE 14

COMMUNITY NEEDS AS ASSESSED BY RESPONDENTS

(N 601) (Per cents by Total Group)

	TEEN RECREATIONAL FACILITIES	JOB ASSISTANCE FINDING & GETTING	VOCATIONAL TRAINING OR GOVT. EDUCATIONAL ASSISTANCE	NOTHING NEEDED OR NO ANSWER	
(a) Geographic Area of Schooling 1st choice					
Rural	27.8	15.8	1.3	16.4	71.6
Urban	13.7	14.2	0.2	9.9	38.4
	41.5	30.0	1.5	26.3	100.0
	Second choice - 64.2% - Nothing Needed or No Answer				
(b) High School Credits 1st Choice					
0 - 69	11.0	4.6	.9	6.7	23.3
70 - 99	9.5	6.6	.2	5.8	22.3
100 plus	21.5	18.5	.5	13.6	54.4
	42.0	29.7	1.6	26.1	100.0
	Second choice - 64.1% - Nothing Needed or No Answer				

TABLE 14

		TEEN RECREATION	JOB ASSISTANCE	EDUCATIONAL ASSISTANCE	NOTHING NEEDED	
(c) Sex						
1st choice	Male	19.4	13.6	1.2	13.3	48.3
	Female	22.1	16.3	.3	12.9	51.7
		41.5	29.9	1.5	26.2	100.0
		Second choice - 64.1% - Nothing Needed or No Answer				
(d) Graduates versus		19.3	18.1		13.6	51.7
Non-Graduates		22.1	12.1		12.6	48.3
		41.4	30.2		26.2	100.0
		Second choice - 64.0% - Nothing Needed or No Answer				

SUMMARY Things Needed in Community (Per cents - Total by Column) *

	Code	Answer #1	%	Answer #2	%	Answer #3	%
Counselling & Personal Help	1	47	7.66	28	4.66	10	
Teen Orientated Activities	2	99	16.15	43	7.01	12	
Teen Age Meeting Places	3	49	7.99	32	5.22	10	
Vocational Training	4	5		9		2	
Jobs & Aid in Obtaining	5	117	19.08	40	6.52	11	
Information Centres (libraries,etc.)	6	19	3.09	27	4.40	10	
Recreation Facilities	7	109	17.78	34	5.54	7	
Bursaries & Loans	8	4		4		4	
Sex Education	9	5		4		2	
No Reply or Nothing Needed	0	159	25.93	392	63.94	545	88.90
		613	100.00	613	100.00	613	100.00

* Individual Per cents shown for those quantities contributing 2% or more to total.

TABLE 15

RESPONDENTS ASSESSMENT OF

WHAT CONSTITUTES THE "BEST LIFE"

(Per cents by Column) *

	Code	1st RESPONSE 52.3	%	2nd RESPONSE 54.5	%	3rd RESPONSE 56.7	%	4th RESPONSE 58.9	%
Good Job	05	84	13.70	50	8.15	18	2.93	5	
Nice Family	02	44	7.17	89	14.51	72	11.74	34	5.54
Nice House	03	10		35	5.70	30	4.89	7	
Education	04	84	13.70	14	2.28	9		8	
Popularity (status)	05	13	2.12	25	4.07	15	2.44	20	3.26
Friends	06	10		29	4.73	36		29	4.73
Health	07	3		12		8		4	
Money & Security	08	61	9.95	91	14.84	51	5.87	28	4.56
Car	09	1		7		15	2.44	4	
Self Realization	10	131	21.37	25	4.07	12		10	
Responsibility	11	6		11		10		6	
Nice Job	12	60	9.78	41	6.68	15	2.44	6	
Happiness	13	50	8.15	18	2.93	13	2.12	5	

* Percents shown for responses contributing two percent or more

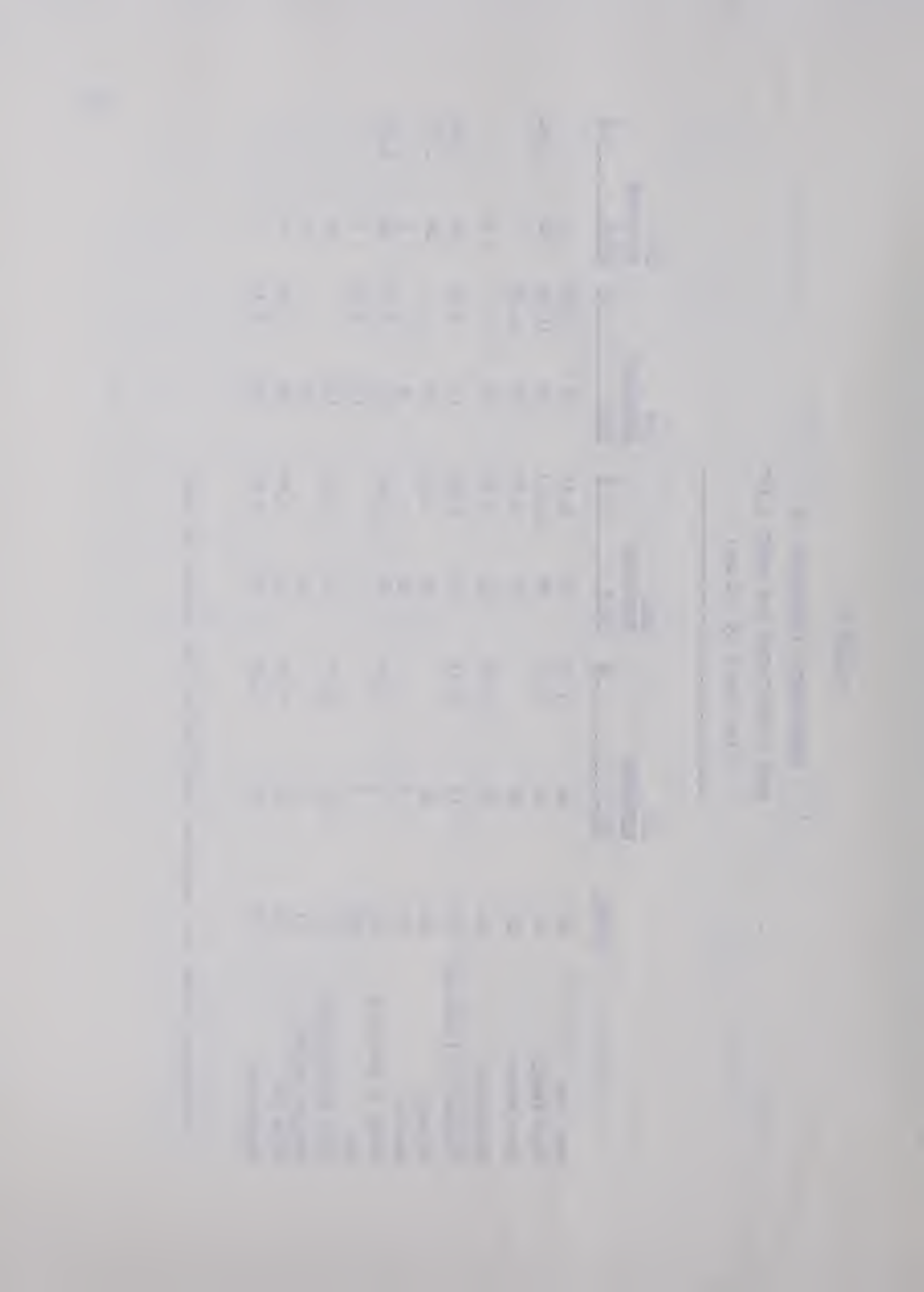

TABLE 15 (continued)

	Code	1st RESPONSE 52.3	%	2nd RESPONSE 54.5	%	3rd RESPONSE 56.7	%	4th RESPONSE 58.9	%
Travel	14	3		21	3.42	23	3.75	9	
Other	15	17	2.77	11		20	3.26	19	3.09
No Information	16	27	4.40	107	17.45	235	38.33	395	64.43
Leisure Time	17			14	2.28	16	2.61	11	
Independence	18	4		6		7		4	
To Help Others	19	4		6		5		4	
Error		1		1		3		4	
		613		613		613		613	

TABLE 16

"LIFE AS IS"

(Per cents by Row)

		BEST LIFE 9	8	7	6	5	4	3	WORST LIFE 2	1	NO RESPONSE 0
(a) Your life right now	N	58	75	187	128	88	29	20	6	6	16
	%	9.46	12.23	30.52	20.88	14.35	4.73	3.26	.97	.97	2.1
(b) Your life two years ago	N	38	66	103	111	129	73	39	18	15	21
	%	6.19	10.76	16.80	18.10	21.10	11.90	6.36	2.93	2.44	3.4
(c) Where you hope to be in two years	N	298	208	54	23	10	1			1	18
	%	48.64	33.93	8.80	3.75	1.63	.16			.16	2.9
(d) Where you probably will be in two years	N	111	225	160	53	23	6	2	3	5	25
	%	18.10	36.77	26.10	8.64	3.75	.97	.32	.48	.80	4.0
TOTAL N		505	574	504	315	250	109	61	27	27	80
Per cent of Total Responses		20.59	23.45	20.55	12.84	10.19	4.44	2.48	1.10	1.10	3.0

TABLE 17

"JOB SATISFACTION"
(N = 200) (Per cents by Row)

Full Time Employed & Not Planning Further Education

		Very Low 1	2	3	4	5	Very High T
Graduate	N	2	6	22	37	29	96
	%	2.1	6.2	22.9	38.5	30.2	48.2
Non-Graduate	N	3	4	24	41	31	103
	%	2.9	3.9	23.3	39.8	30.1	51.8
Total	%	2.5	5.0	23.1	39.2	30.2	100.0
Male	N	3	7	21	33	27	91
	%	3.3	7.7	23.1	36.3	29.7	45.5
Female	N	2	3	26	45	33	109
	%	1.8	2.8	23.9	41.3	30.3	54.5
	%	2.5	5.0	23.5	39.0	30.0	100.0

Ninth Grade Stanine (Per cents by Total Group)

		Low 1	2	3	4	5	High T
Low 1-3	N	0	3	14	24	19	60
	%	0.0	1.5	7.0	12.0	9.5	30.0
Medium 4-6	N	4	5	27	47	34	11.7
	%	2.0	2.5	13.5	23.5	17.0	58.5
High 7-9	N	1	2	5	7	7	32
	%	0.0	1.0	2.5	3.5	3.5	11.0
	%	2.5	5.0	23.5	39.0	30.0	100.0

TABLE 17 (CONTINUED)

High School Program

		Low 1	2	3	4	High 5	T
General	N	1	0	11	18	13	43
	%	2.3	0.0	25.6	41.9	30.2	21.5
Matriculation	N	3	5	15	23	19	65
	%	4.6	7.7	23.1	35.4	29.2	32.5
Vocational	N	0	1	2	5	3	11
	%	0.0	9.1	18.2	45.5	27.3	5.5
Business	N	1	2	11	22	14	50
	%	2.0	4.0	22.0	44.0	28.0	25.0
	%	2.5	5.0	23.5	39.0	30.0	100.0

SUMMARY

EMPLOYED RESPONDENTS
"Job Satisfaction" & Component Variables
(Per cents by Row)

		Very High Very Much 1	2	3	4	Very Few Very Little 5	T
How I Like my present job	N	69	89	71	15	16	260
	%	26.54	34.25	27.30	5.76	6.16	100.0
My chances for promotion	N	58	62	59	24	48	25.1
	%	23.10	24.72	23.50	9.56	19.12	100.0
My chances of getting a better job	N	63	88	54	18	28	25.1
	%	25.09	35.08	21.51	7.17	11.15	100.0
My chances of being fired or laid off	N	12	20	34	42	146	254
	%	4.72	7.87	13.38	16.53	57.50	100.0
How much I would like to get a better job	N	106	36	44	27	40	253
	%	41.99	14.22	17.39	10.67	15.81	100.0

TABLE 18

RESPONDENTS NOT EMPLOYED & NOT AT SCHOOL
(N = 68)

	Male	Female	
(a) Graduate	38.5	19.5	26.9
Non-Graduate	61.5	80.5	73.1
	38.8	61.2	100.0

(b) Last Grade Completed In School [1]	Male	Female	
Grade 9	8.3	22.0	16.9
10	4.2	14.6	10.8
11	16.7	17.1	16.9
12	70.8	46.3	55.4
	36.9	63.1	100.0

(c) Ninth Grade Stanine	Male	Female	
1	7.7	4.8	5.9
3	26.9	21.4	23.5
4	23.1	31.0	27.9
5	23.1	23.8	23.5
6	3.8	9.5	7.4
7	3.8	4.8	4.4
8	3.8	2.4	2.9
9	3.8	2.4	2.9
	38.2	61.8	100.0

TABLE 18 (CONTINUED)

(d) Reason Unemployed	1st Reason Given			2nd Reason Given		
	M	F	T	M	F	T
#2 Don't want to work	50.0	30.8	38.1	00.0	6.7	5.0
#3 Married woman (don't have to)	4.2	7.7	6.3	0.0	20.0	15.0
#4 Don't want jobs I can find	4.2	46.2	30.2	0.0	13.3	10.0
#5 Lack of education	8.3	5.1	6.3	60.0	33.3	40.0
#6 Have to stay home to "help out"	8.3	2.6	4.8	0.0	6.7	5.0
#7 Lack of proper training	6.0	2.6	1.6	0.0	13.3	10.6
#8 Discrimination and Prejudice against me	25.0	5.1	12.7	40.0	6.7	15.0
	38.1	61.9	100.0	25.0	75.0	100.0

[1] A check of Deck #1, Department of Education Student Records, against the questionnaire replies, Deck #2, indicated that many respondents said they had "completed" a grade when, in fact, they had only registered in it. Percentages shown for grades eleven and twelve are inflated for both sexes.

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